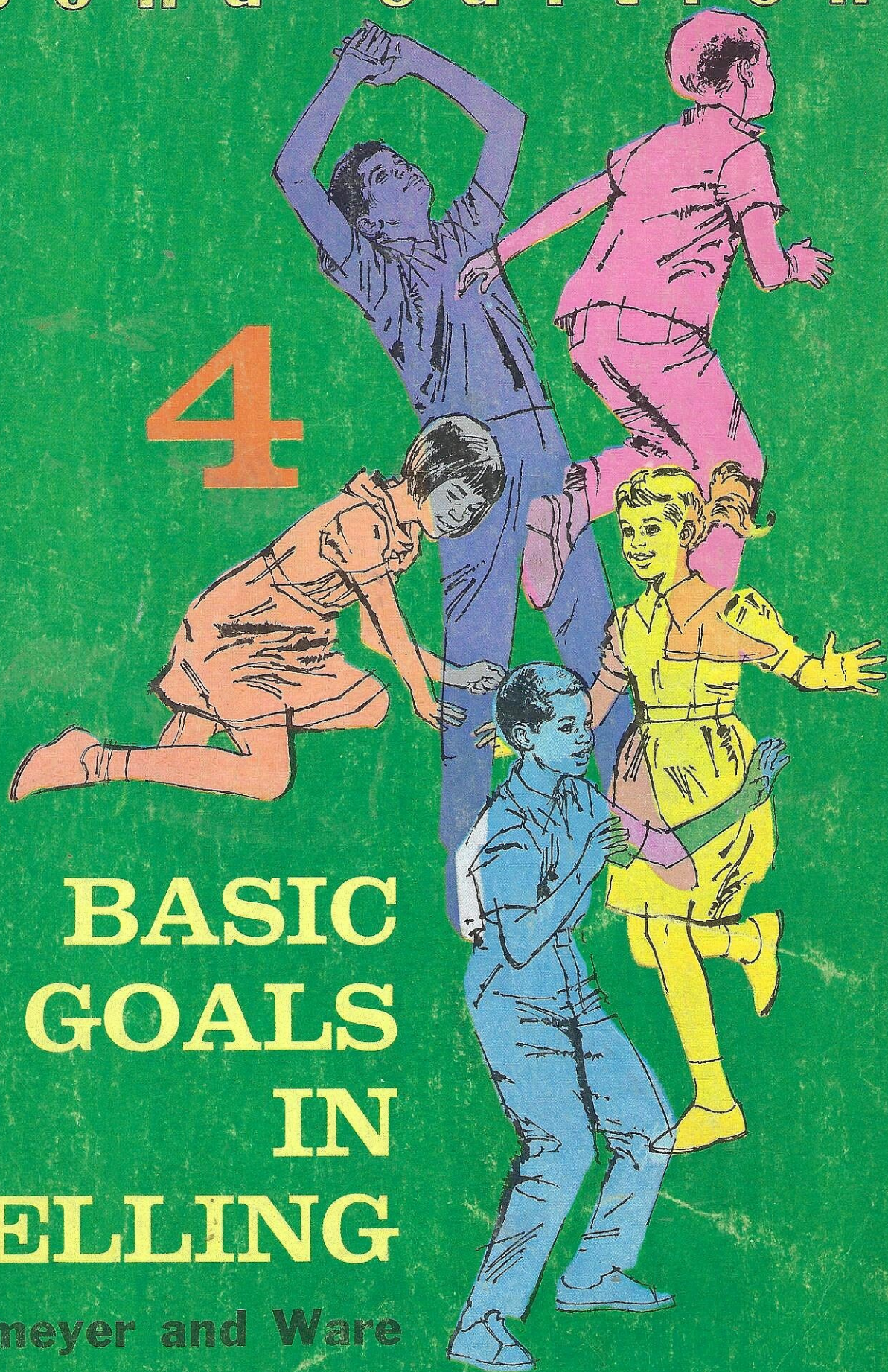


REVISED

s e c o n d e d i t i o n

4



BASIC GOALS IN SPELLING

Kottmeyer and Ware

California State Series

BASIC GOALS IN SPELLING 4

**REVISED
SECOND
EDITION**

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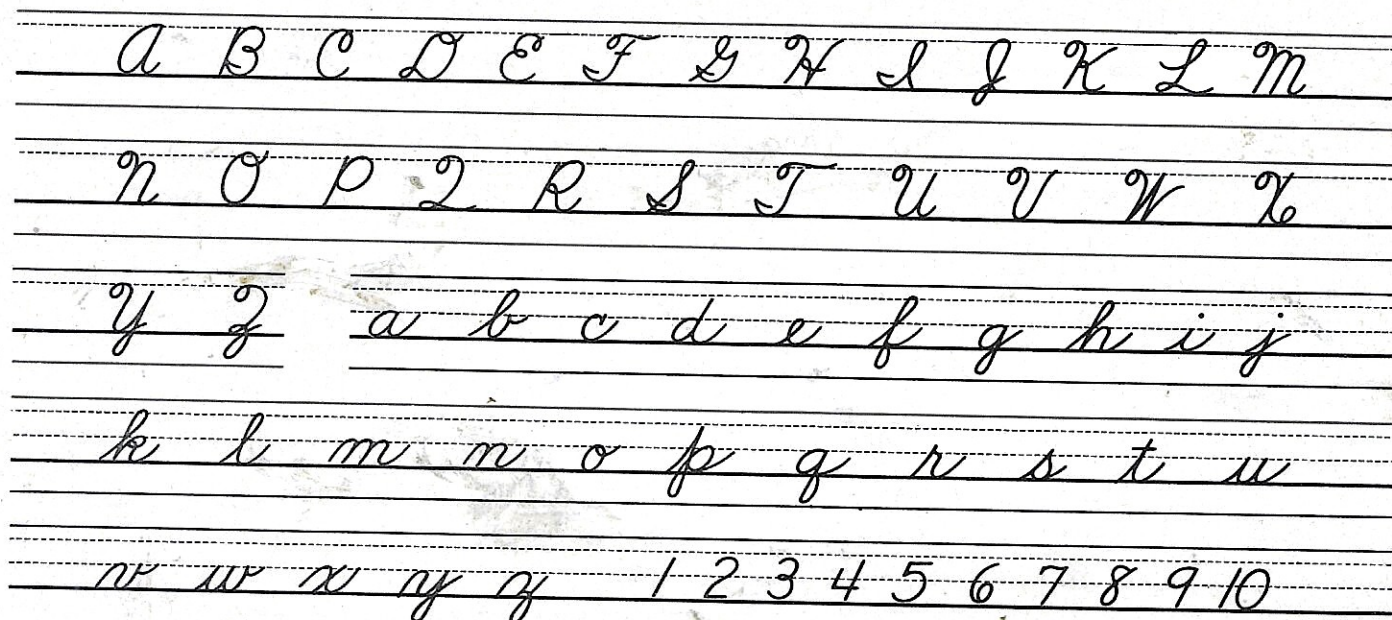
This is a CALIFORNIA STATE TEXTBOOK

Book No. _____ Date Issued _____

School District _____

County _____

HANDWRITING MODELS



HOW TO STUDY A WORD

- Look** at the word carefully. lovely
- Check** the word in a dictionary if you are not sure of the meaning or of the pronunciation. *·love·ly* (luv'lē), *adj.* Beautiful; lovable.
- Say** the word distinctly.
- Think** how you would spell the word.
- How does it start? l
 - How many sounds do you hear? lovely
1 2 3 4 5
 - Are there any silent letters? lovely
 - Is there a sound spelled with two letters? no
 - What are the vowel sounds? lovely
u i o
 - How many syllables are there? love/ly
1 2
 - Is there a suffix? love ly
 - If so, what is the root word? love
 - Is the root word changed when the suffix is added? no
- Write** the word lovely
Compare your spelling with the spelling in the book.
- Practice** writing the word. Say the word as you write it.

Short Middle-Vowel Spellings

rug • must
 fix • left
 fit • trip
 sad
 cap
 job
 hid
 wet
 met
 mud
 win
 mix
 west
 desk
 held
 spent
 spend



1. How many vowels in each of these words?

2. What kind of letter comes on each side of the vowel?

3. Do the vowels in these words have the short or the long sound?

4. Do the consonant letters spell the consonant sounds they usually spell?

5. Which one letter spells two sounds?

We spell one-syllable words with one vowel in the 1 by writing a consonant or vowel letter for each 2 we hear. However, the letter 3 spells two sounds, the 4 and 5 sounds. *Ricky Rulefinder*

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

A Discovering Patterns

1. Say each word in the unit list. Listen for the consonant sounds. Listen for the vowel sounds.

2. Discuss Ricky Rulefinder's questions. Write the missing parts of the spelling rule.

3. Study the *Handwriting Hints* at the top of the next page. Watch out for the loop letters when you write your spelling words.

4. Write each new spelling word. The review words have a dot in front of them.



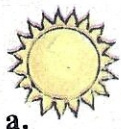
l b h k f held

Handwriting Hints

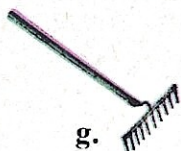
Imagine that your lines are divided into three parts. These loop letters fill two of the three spaces.

B Studying Your Words

1. Write the spelling words that start like these pictured words.









2. Write the two words with the vowel sound that starts  .

3. Write the word with the vowel sound that starts  .

4. Write the six words with the vowel sound that starts  .

5. Write the eight words with the vowel sound that starts  .

6. Write the three words with the vowel sound that starts  .

C Trial Run

Dictionary Helps

The pronunciation is in parentheses right after the entry word.

This is the entry word.

The words listed in a dictionary are called *entry words*. The entry words are printed in heavy black type. The dictionary shows the pronunciation of each entry word.

When a vowel is *not* marked, the vowel sound is the short vowel sound.

desk (desk), *n.* A piece of furniture used for writing or to hold books when reading.

D Proofreading

You make many spelling mistakes by being careless. Always *proofread* your papers.

Proofread Tom's spelling test. Find each spelling mistake, each mistake in capital letters, and each punctuation mistake. Write the sentences correctly.



Spelling Test

1. Freds cap fell in the mud and got wat.

2. Can you ficks the rug so it will fet our room.

3. jane spend all her money for a new dest.

E For the Record

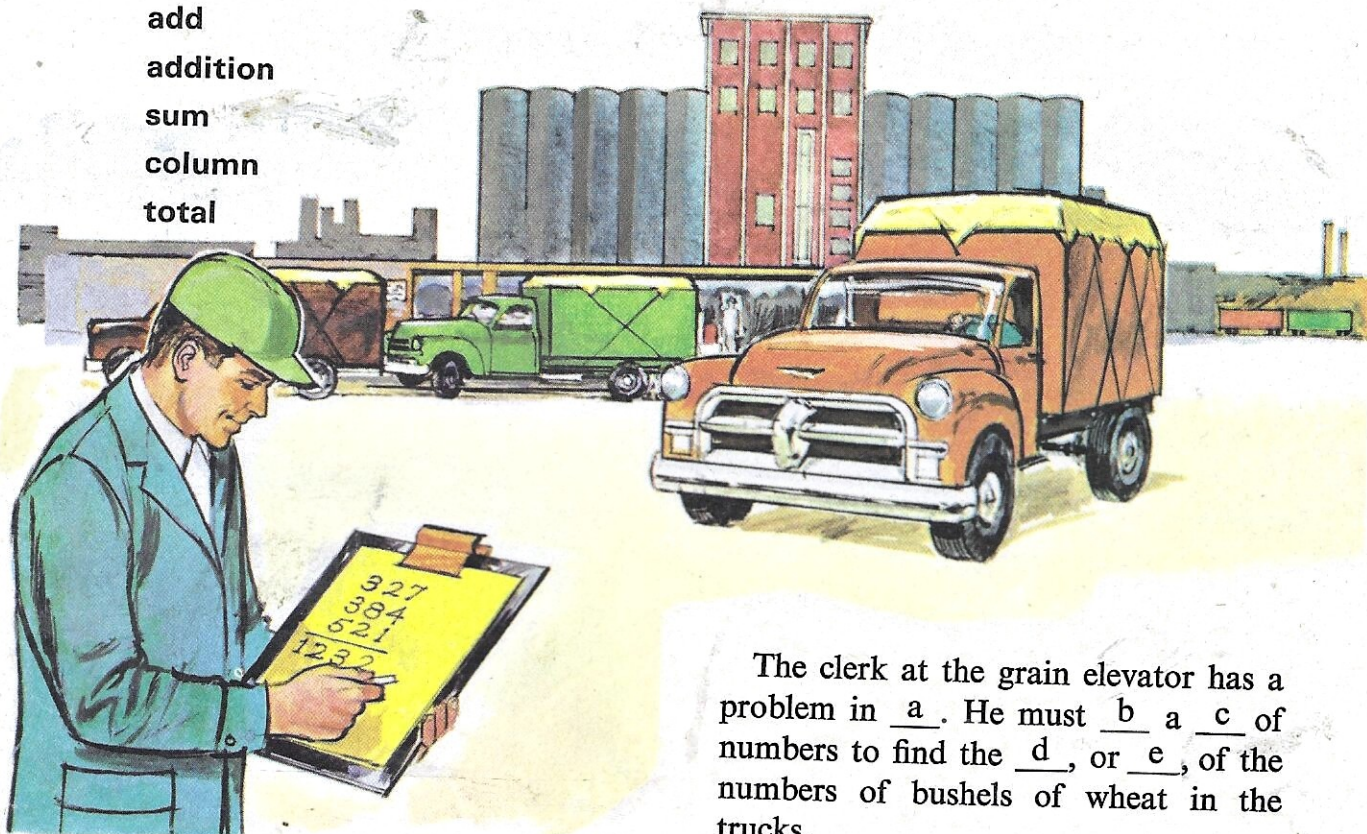
Stories About Words

Our English words come from other languages. Many come from Anglo-Saxon, an old Germanic language. Many others come from Latin and Greek. *Desk* is from Latin *discus*, which meant "a table." The Anglo-Saxons made it *deske* (two syllables). We now spell it *desk*.



More Words for Good Spellers — Mathematics

add
addition
sum
column
total



The clerk at the grain elevator has a problem in a. He must b a c of numbers to find the d, or e, of the numbers of bushels of wheat in the trucks.

a _____

b _____ c _____

d _____

e _____

1. Which word has two sounds and three letters?

2. Write this word again using the *tion* ending.

3. Write the two words in which there are two syllables.

4. When you add a column of numbers, you get a _____, or _____.

5. Write a word ending which is sounded as *shən*. Write the word with the *shən* ending.

6. Which word ends with silent *n*?

UNIT 2

Long Double-Vowel Spellings

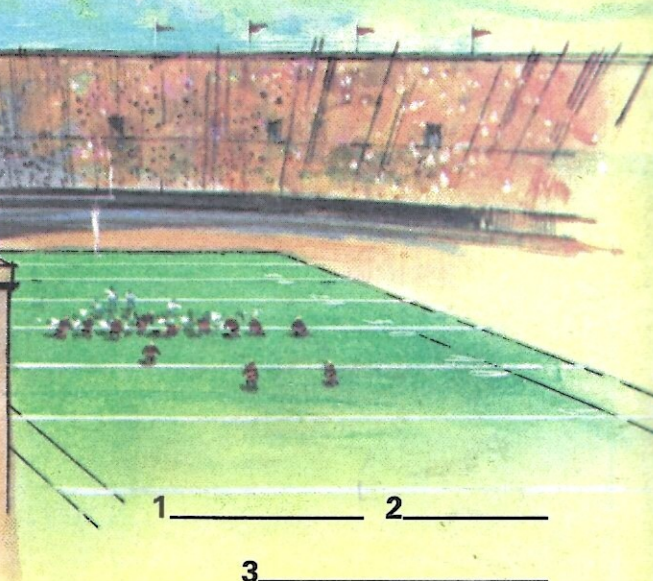
1. How many vowels are there in each word in your list?
2. Which vowel sound do you hear in each word?
3. Do you hear the sound of the second vowel?
4. How many vowels do you use in these words to spell one vowel sound?



In some words the 1 vowel sound is spelled by writing 2 vowels together. The first vowel is long and the second vowel is 3.

Ricky Rulefinder

tie	coal
tea	mean
die	east
seem	seal
deep	real
feel	feast
laid	dream
team	weeds
free	• paint
	• clean
	• goes



1 _____ 2 _____
3 _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

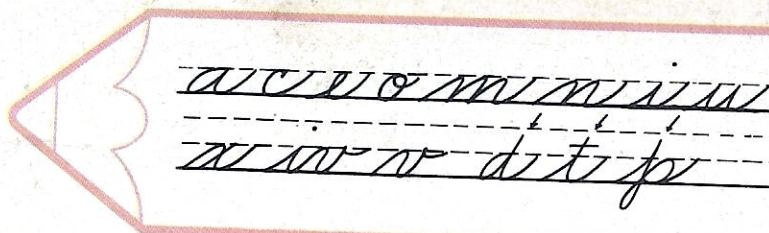
A Discovering Patterns

1. Say each word in the list. Listen for the long vowel sound in each word. Write the new words.

2. Discuss Ricky Rulefinder's questions with your class.

3. Write the missing words for the spelling rule.

4. Cross out the silent vowel in each word you wrote. Mark the other vowel as shown in the *Dictionary Helps*.



Handwriting Hints

Make your small letters only one space high. The *d*, *t*, and *p* are almost two spaces high. Practice these letters.

B Studying Your Words

1. Write the words that start like:



6 c.



a. _____ b. _____
c. _____
d. _____ e. _____

2. Cross out the silent vowel in each word in Exercise 1.

3. Write the eight words in which the silent vowel is *e*. Cross out each silent *e*.

4. Write the two words in which the silent vowel is *i*. Cross out the silent *i*.

5. Write *goes* and the new word that has the same vowel sound.

6. Write the ten words in which the silent vowel is *a*. Cross out the silent *a*.

7. Write *fast*, *man*, *clan*, and *lid*. Put another vowel before the vowel in each word to write a word from the list. Say the eight words.

C Trial Run

Dictionary Helps

A vowel with no mark above it stands for the short sound of the vowel. A vowel with a straight line above it stands for the long sound of the vowel. The long sound is the name of the vowel.

This mark shows you that the vowel sound is long.

team (tēm), *n.* 1. A number of people working together.
2. Two or more animals harnessed together to work: a team of horses.

You spell the word *team* with four letters, but you say only three sounds. The dictionary shows you the correct spelling and pronunciation of words. In the pronunciation, you will see only the letters that stand for the sounds you say.

D Proofreading

A note should have a comma after the greeting. Indent the first word. Leave a margin.

Proofread Jim's note. Find each mistake. Write the note correctly.



(GREETING)

Dear Joe, ← (COMMA)

(INDENT) You will see a reel ball game if you will come two see our team play off the 7-7 tie. We neam to win! We would rather die then give up we won't even dream of losing. Can you come.

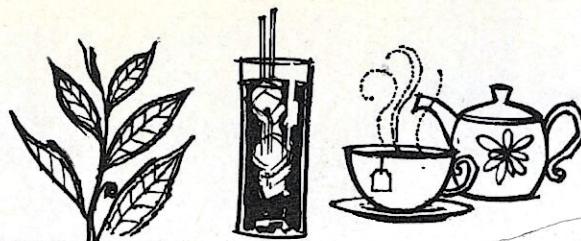
← (MARGIN)

Jim

E For the Record

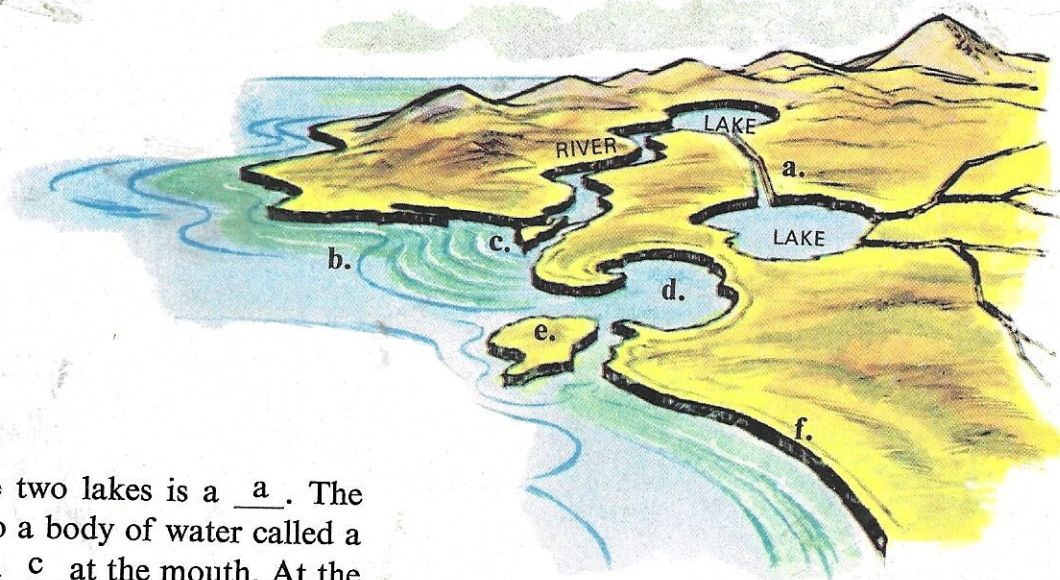
Stories About Words

We get our word *tea* from the Chinese *té*. Tea shrubs have been grown in China and India for more than 2,000 years. Tea is the world's most popular drink.



More Words for Good Spellers — Land and Water

gulf
bay
coast
island
delta
canal



Between the two lakes is a a. The river flows into a body of water called a b, forming a c at the mouth. At the mouth of the d is an e. A highway runs along the f.

a _____ b _____ c _____
d _____ e _____ f _____

1. Dirt and sand at the mouth of a river make a ____.

2. A large bay is a _____. A waterway dug across land is a ____.

3. Write *coast*. Change the *c* to *b*, *r*, and *t*. Write the new words.

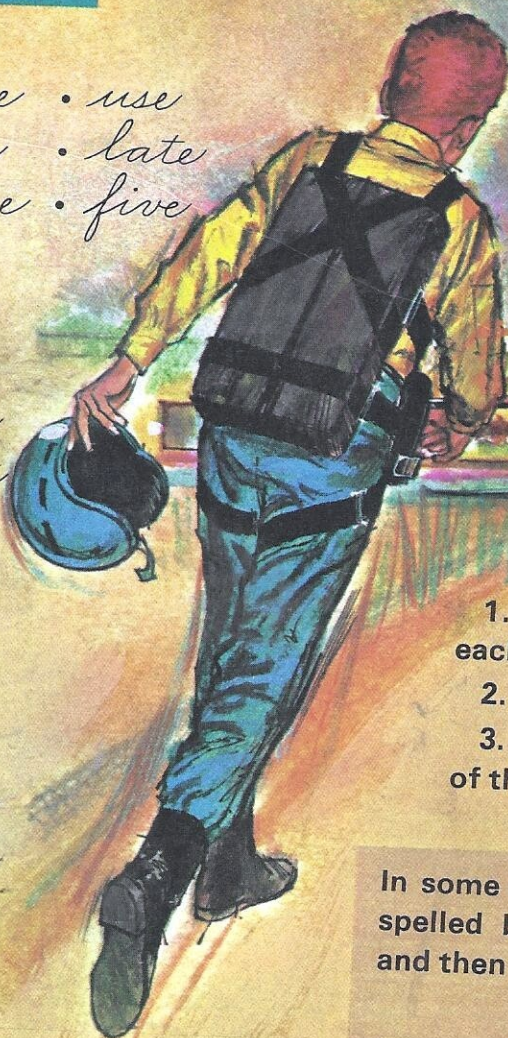
4. Write the word with silent *s*. Write the pronunciation of this word.

5. Write *day*. Change the *d* to *b*. Change it to *h* and *w*. Write the three new words. Then write the plural forms of *bay* and *fly*. Compare the forms.

UNIT 3

Vowel-Consonant-e Spellings

woke • use
 note • late
 same • five
 cave
 nose
 life
 mile
 lake
 wife
 bone
 rope
 base
 pole
 broke
 brave
 stove
 stone



1. How many vowel sounds in each of these words?
2. How many vowel letters?
3. Which vowel is silent in each of these words?

In some words the 1 vowel sound is spelled by writing a 2, then a 3, and then a final silent 4.

Ricky Rulefinder

1 _____ 2 _____ 3 _____ 4 _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

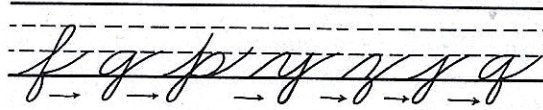
1. Say the words in the list. Listen for the long vowel in each word.
2. Discuss the questions and write the missing words for the rule.

3. Write the new words. Watch out for the tail letters.

4. Mark the long vowel in each word you wrote. Cross out each silent e.

Handwriting Hints

Here are the tail letters. They go halfway to the next lower base line. Practice writing these letters.

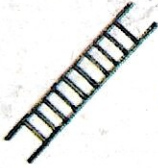


B Studying Your Words

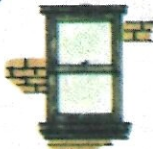
1. Write in alphabetical order the four words that start like . Number the words.

2. Write the review words in alphabetical order. Number the words. Mark the long vowel in each word.

3. Write the new words that start like :



a.



b.



c.

a. _____

b. _____

c. _____

4. Write the two words that start with the same sounds as .

5. Write *same*. Write new words with *t*, *c*, *f*, *n*, and *g* in place of *s*. Say these new words.

6. Write *cave*. Write new words with *w*, *r*, *s*, *sl*, and *gr* in place of *c*. Say the new words.

7. Write *rope*, *mole*, and *pole*. Change the *o* to *i* in each word to spell three other words. Say the words.

8. Write the word we get from the Latin word *mille*, which means 1000.

C Trial Run

Dictionary Helps

This mark shows you that the vowel has a long sound. Notice that the pronunciation does not show the final silent *e*.

A dictionary often does three things to show the meaning of a word:

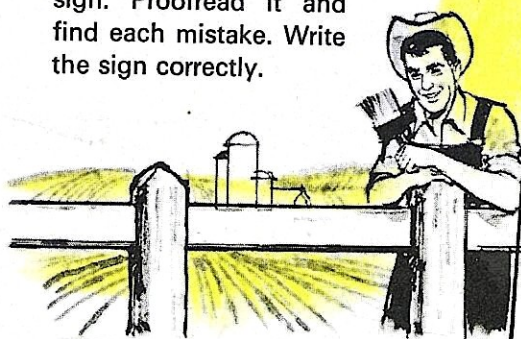
1. It gives a definition that explains the word.
2. It shows how the word is used.
3. It gives a picture that explains the word.

stove (stōv), *n.* Apparatus for cooking and heating: *Mother cooked dinner on the stove.*



D Proofreading

Farmer Smith made this sign. Proofread it and find each mistake. Write the sign correctly.



DANGER! WARNING!
STAY OUT OF STONE CAVE!

swimming in lake only if
leif saver is present

Fishing poals and cooking
stoves for rent at farm
one half mile east sea
Farmer Smith are wife.

E For the Record

Stories About Words

We also get many of our English words from the Latin language, which was spoken by the ancient Romans. For example, our word *mile* comes from Latin. The Latin word *mille* means "1000." Romans marked off 1000 paces and called this distance a *mille passus*, "a thousand steps." A Roman "mile" was about 1620 yards, so it was shorter than our mile. How many yards long is our mile? The word *mile* is sometimes combined with other words. What is a *milestone*? What is a *milepost*?



More Words for Good Spellers — Our Earth

globe

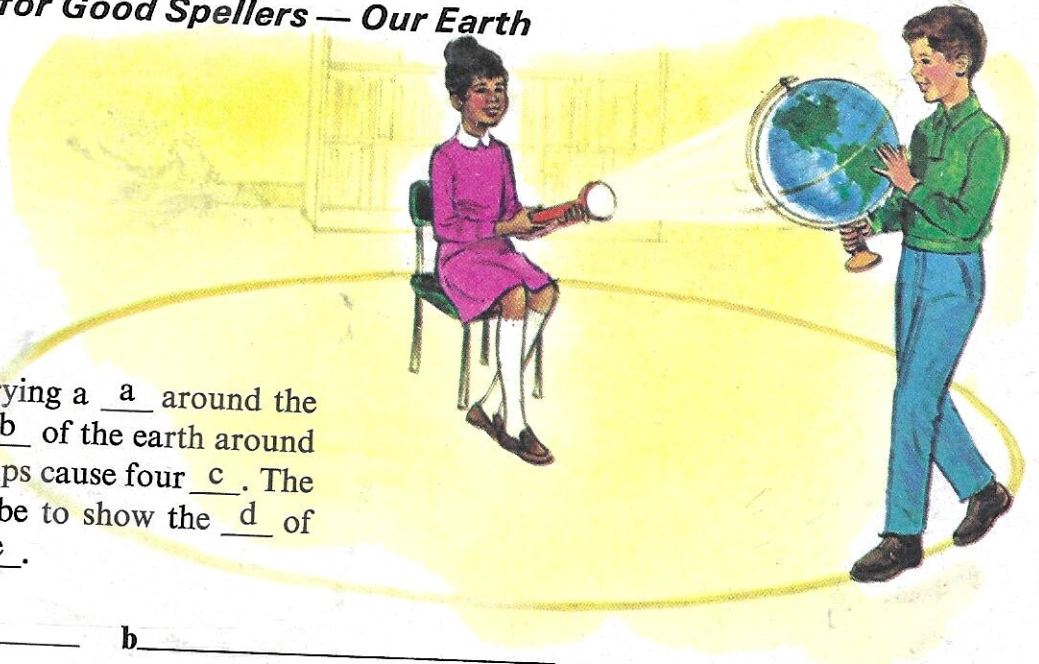
axis

seasons

rotation

revolution

The boy is carrying a a around the girl to show the b of the earth around the sun, which helps cause four c. The boy spins the globe to show the d of the earth on its e.



a _____ b _____
c _____ d _____ e _____

1. Anything which is round like a ball may be called a ____.

circle." The earth ____ around the sun. It makes one ____ in a year.

2. The earth turns on its _____. In this word, the x spells the ____ sounds.

5. Summer, winter, fall, and spring are the four ____ of the year. The s spells the ____ sound in the second syllable of this word.

3. To rotate means "to turn on an axis." The earth ____ on its _____. Once each twenty-four hours it makes a ____.

6. Write the two words which have the ending that sounds like *shan*.

4. To revolve means "to move in a

Two-Letter Consonant Spellings

1. Which consonant sound is the same in the first ten words?
2. Which two consonant letters always spell this one consonant sound?
3. Which consonant sound is the same in the last ten words?
4. Which two consonant letters always spell this one consonant sound?

shot	such
shop	rich
ship	chin
•dish	inch
shore	•child
share	•each
shine	bench
fresh	chase
shape	reach
brush	cheese

We spell the consonant sound that starts  with 1 and the one that starts  with 2.

Ricky Rulefinder

1 _____ 2 _____

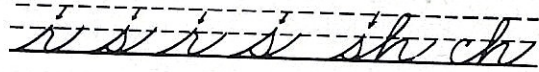
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

1. Say your words. Listen for the *sh* or *ch* sound in each word.
2. Discuss Ricky Rulefinder's questions. Write the missing parts of the rule.
3. Study the *Handwriting Hints*.
4. Write the new words. Be sure to make each *r* and *s* correctly.
5. Underline the words in which you hear the *sh* or *ch* sound at the end of the word.

Handwriting Hints

The points of *r* and *s* go just above the first space. Practice the *sh* and *ch*.



B Studying Your Words

1. Write the seven words that start like .

2. Write the four words that start like .

3. Write the two words with the vowel sound that starts .

4. Write the five words with the vowel sound that starts .

5. Write the two words with the vowel sound that starts .

6. Write the three words that have the *ē* vowel sound. Cross out each silent letter.

7. Write *brush*. Change *br* to *h*, *r*, *g*, *m*, *bl*, and *cr* to spell more words. Say the words you have written.

8. Write *share* and *shore*. After each word, write its dictionary pronunciation.

C Trial Run

Dictionary Helps

This *a* is almost a long *a* (*ā*), but the following *r* changes it. The dictionary shows the vowel sound as *ā*.

A dictionary shows the *sh* sound as *sh* whether it is spelled that way or not.

This *o* is almost a long *o* (*ō*), but the following *r* changes it. The dictionary shows the vowel sound as *ō*.

(A dictionary shows the *ch* sound as *ch* whether it is spelled that way or not.)

chin (chín), *n.* The part of the face below the mouth.

share (shār), *n.* Part: *Each child got his share of the cake.*
—*v.* 1. To divide into parts. 2. To use together. **shared**, **shar·ing**.

shore (shôr), *n.* Land at the edge of a body of water.

D

Here is an ad in a store window. Proofread it. Find each mistake and write the ad correctly.



Try our fresh rich cheddar
chees! We ship it to our
shores from old holland...
too share it's goodness
with you. Reach for it
at your favorite chop...
such a bargain!

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are some faint smudges and marks on the paper, particularly near the top left and bottom center, suggesting it might be old or handled. The overall appearance is that of a standard notebook page.

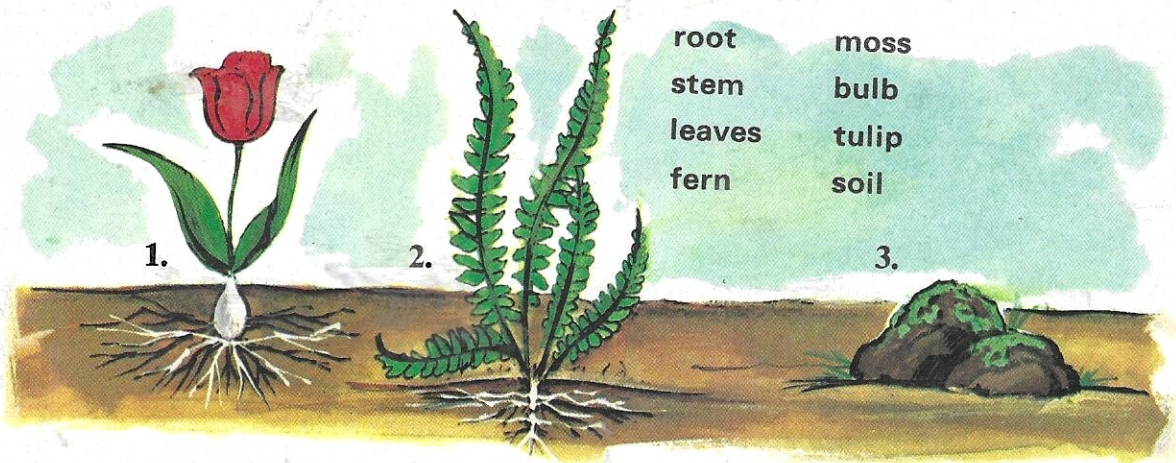
For the Record

Stories About Words

The Latin word *uncia* meant "the twelfth part," or " $\frac{1}{12}$." Both *inch* and *ounce* come from this Latin word. An *ounce* meant " $\frac{1}{12}$ " of a Roman pound and an *inch* meant " $\frac{1}{12}$ " of a foot.



More Words for Good Spellers — Plant Life



root
stem
leaves
fern
moss
bulb
tulip
soil

Plant No. 1 is a a. It has two b and a thin c. Buried in the d is a e, from which comes the f of the tulip.

No. 2 is a g, which does not have flowers. No. 3 shows soft green plants, called h, which grow on rock and trees.

a _____ b _____ c _____
d _____ e _____ f _____
g _____ h _____

1. Write the two-syllable word. Draw a line between the syllables. Place the accent mark.

4. Write the word which has three vowel letters and one vowel sound.

2. Write *oil*. Put *b*, then *s*, then *br* in front of *oil*. Write the words.

5. Write *boss*. Change the *b* to *l*, to *m*, and to *t*. Write and say the new words.

3. Write the four words in which the vowel sounds are *e*, *ē*, *è*, and *u*.

6. Write *boot*. Change the *b* to *r*, to *sh*, and to *t*. Write and say the new words.

More Two-Letter Consonant Spellings

wing
string
swing
sung
king
hang
hung
sting
strong
• spring
wheat
whip
wheel
• while
awhile
thin
bath
those
teeth
• these



1. What consonant sound is the same in the first ten words? What two consonant letters spell this sound?

2. What consonant sound is the same in the next five words? What two letters spell this sound?

3. In the last five words what pair of consonant letters spells a single consonant sound?

4. What is different about the way you say *th* in *teeth* and in *those*? What do we call each sound of *th*?

We spell the last consonant sound in  with 1. We spell the beginning consonant sound in  with 2.

We spell the beginning consonant sound of  with 3. There are two pronunciations of *th*, the 4 and 5.

Ricky Rulefinder

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

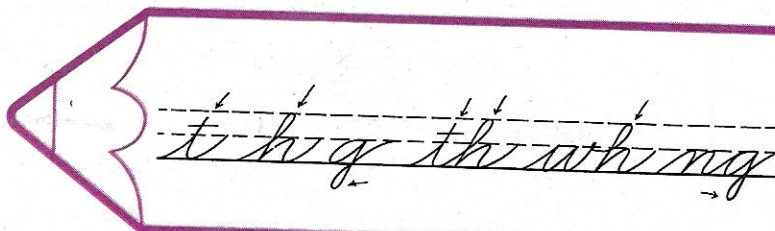
A Discovering Patterns

1. Say your words. Listen for the *wh*, *ng*, or *th* sound in each word.

2. Discuss Ricky Rulefinder's questions. Write the missing parts of the rule.

3. Study the *Handwriting Hints* and write the new words.

4. Underline the *wh*, *th*, or *ng* in each word that you wrote.



Handwriting Hints

Remember the *t* is almost two spaces high. The *h* is two spaces. Tail letter *g* goes halfway to the next line. Write *th*, *wh*, and *ng*.

B Studying Your Words

1. Write the four words that start like .

2. Write the ten words that end with the same sound as .

3. The *Dictionary Helps* explains the two ways to pronounce *th*. Write the five *th* words. Circle the unvoiced *th*'s.

4. Write the two-syllable word and the word from which it is made. Mark the long vowel in each word.

5. Write *whip*. Write three more words by changing the *wh* to *tr*, *sk*, and *str*.

6. Write *bone*, *will*, *boat*, *five*, *bee*, and *just*. Spell six more words by changing the first letter in each word to *thr*.

C Trial Run

Dictionary Helps

The dictionary uses *th* to stand for the sound you hear beginning the word *thimble*. This is the unvoiced *th* sound.

The dictionary uses the sign *TH* to stand for the *th* sound you hear beginning the word *them*. This is the voiced *th* sound.

The *wh* sound is shown as *hw* in the dictionary.

The *ng* sound is shown as *ng*.

teeth (tēth), *n.* More than one tooth.

In the word *sun*, the dictionary uses *s* to stand for the *s* sound. But sometimes the letter *s* has the *z* sound. The dictionary shows the *z* sound as *z* whether the word is spelled that way or not.

those (THŌZ), *pron.* The persons or things spoken of:
Those are my books.

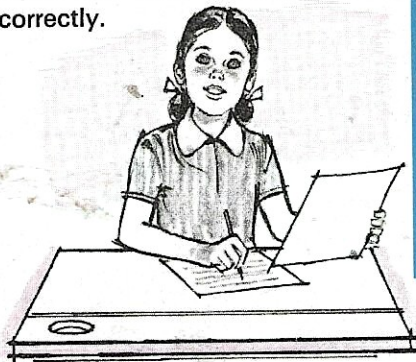
wheat (hwēt), *n.* 1. A grain from which flour is made.
2. The plant the grain grows on.

wing (wing), *n.* 1. Part of bird or insect used in flying. 2. Anything like a wing in shape or use.

D Proofreading

The main words in a title should begin with capital letters. Indent your paragraphs.

Proofread Thelma's book report and write the report correctly.

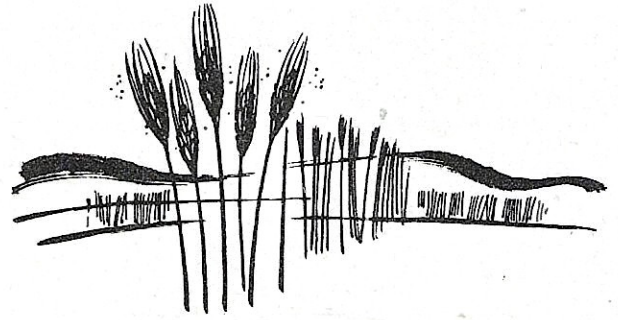


My book report

I read an old story about a Greek king the gods hang a sword over his throne. The sword would swing from a then string. The king never knew when the string might break after a while he decided a kings life is not so good as it seems.

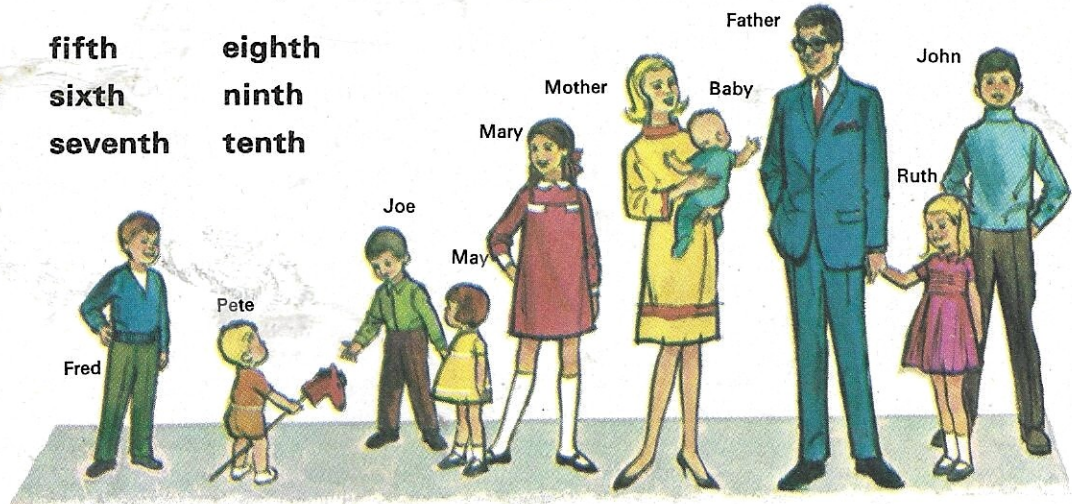
Stories About Words

The old German word for *white* was pronounced *hwiz*. Because the grain gave them a white flour, the Germans called it "the white." In old England, where a German tongue was spoken, the people changed it to *hwit*. We have changed it to *wheat*, but both our words *white* and *wheat* came from this same source and once had the same meaning.



More Words for Good Spellers — Ordinals

first fifth eighth
second sixth ninth
third seventh tenth
fourth



This is the Smith family. Rank them in size from the tallest to the shortest.

Father is a, John is b, Mother is c, Pete is d, Mary is e, Joe is f, Fred is g, Baby is h, May is i, Ruth is j.

a _____ b _____
c _____ d _____
e _____ f _____
g _____ h _____
i _____ j _____

1. Vowels before *r* are hard to hear. What is the vowel before *r* in *1st* and *3rd*? Write *first*. Write another word by putting *th* in place of the *f*.

2. Write *bird*. Change the *b* to *th* and write the word.

3. *Eighth* is an unexpected spelling. The *ei* spells what sound? Do you pronounce the *gh*? Spell 8 and *8th*.

4. Spell 2, 5, and 9. Now spell *2nd*, *5th*, and *9th*.

5. Spell 4, 6, 7, and 10. Now spell *4th*, *6th*, *7th*, and *10th*.

1

job	met
rug	wet
fix	mud
fit	mix
sad	desk
cap	hid
win	west
held	spend
spent	

How many syllables does each word have? How many vowels? How many vowel sounds?

2

coal
tie
tea
die
weeds
deep
feel
laid
team
mean
east
seal
real
feast
dream
seem
free

3

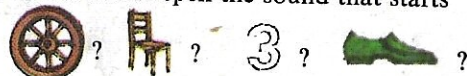
wife
woke
note
same
cave
nose
life
mile
lake
bone
rope
base
pole
broke
brave
stove
stone

In each word : How many syllables? How many vowels? How many vowel sounds? Which vowel has its long sound? Which vowel is silent?

4

such	shine
shot	rich
shop	chin
ship	share
inch	brush
shore	chase
fresh	shape
bench	reach
cheese	

Which letters spell the sound that starts



Which letters spell the sound that ends



5

sung	awhile
king	wheat
wing	thin
hang	bath
hung	those
strong	teeth
swing	
string	
sting	
whip	
wheel	

A Review Your Words

1. Write these words. Write one letter for each sound.



2. Write the names for these pictures. Write one letter for each sound.



3. Write these Unit 2 and Unit 3 words. Cross out each silent letter.



4. Write *mean* and *feel*. Change one letter in each word to write these words.



5. This crossword puzzle uses words from the lists and other easy words you know. Solve the puzzle. If you have not

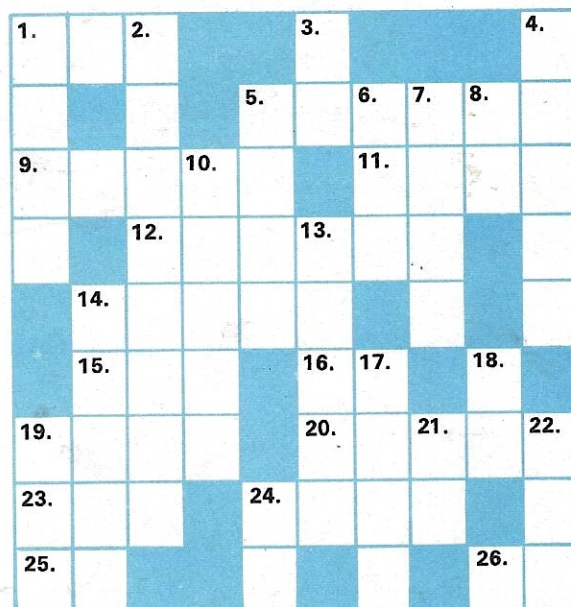
done crossword puzzles before, your teacher will show you how.

ACROSS

1. It carries passengers
5. One who shares
9. A long seat
11. Used for smelling
12. Trousers that are not long
14. Form
15. Belonging to him
16. I am as tall as Joe.
19. Belonging to me
20. Plural of *chin*
23. Smallest whole number after zero
24. A word which points out something near
25. The person speaking
26. Opposite of *out*

DOWN

1. A very young child
2. Shine of the sun
3. Two letters that make one sound (Unit 4)
4. Not stale
5. A store
6. A small insect
7. A flower
8. Plural ending for words like *church*
10. Run after
13. Stretch out
14. Send out light
17. A large boat
18. Opposite of *off*
19. Mother
21. The earth is round.
22. A boy child
24. Two letters that make one sound (Unit 4)



B Review More Words for Good Spellers

add	island	globe	root	moss	first	sixth
addition	delta	axis	stem	bulb	second	seventh
sum	gulf	rotation	leaves	tulip	third	eighth
total	bay	revolution	fern	soil	fourth	ninth
column	coast	seasons			fifth	tenth
	canal					

Write the words in which :

1. The suffix, or ending, is pronounced *shən*.

2. There is a silent *m* after *n*, as in *hymn*.

3. The letter *s* is silent in the first syllable.

4. The *x* spells the *ks* sounds.

5. The *ā* sound is spelled *ay*.

6. The *ā* sound is spelled *ei* and the *gh* is silent.

7. The *ēr* sound is spelled *er*. The *ēr* sound is spelled *ir*.

C Review Your Dictionary Skills

1. Write the name of each object shown in the following pictures. Below each word, show its pronunciation.



a.



b.



c.



d.



e.



f.



g.

2. The dictionary shows two sounds for *th*. Write the words with the *FH* sound in one column. Write the words with the *th* sound in the second column.

those bath thin these

3. This is the way the dictionary shows the pronunciation of six words. Write each word.

hwēl _____ *shôr* _____

hwip _____ *shâr* _____

hwēt _____ *chēz* _____

4. Write *dream*. Write a new word by changing the *d* in *dream* to *c*. Show the pronunciation of this new word.

5. Write *feast*. Write a new word by changing the *f* in *feast* to *b*. Show the pronunciation of this word.

D Review Your Handwriting Skills

The following sentence contains examples of the loop letters, the smallest size letters, and the tail letters. It also uses *r* and *s* and the letters *d*, *t*, and *p*. Look at the sentence. Notice the height

We six lazy boys just finished our work in the kitchen and fell asleep.

of each letter. Now write the same sentence. Be sure to make all of your letters the correct height. Compare your writing with the sample given here. Have you done as well?

Double-Consonant Spellings



ill	wall	bill	cross
sell	boss	smell	shell
roll	till	swell	spell
hall	fill	spill	class
tall	yell	glass	egg

1. What is the same about all the words in the list?
2. How many sounds do these last two letters spell?

At the 1 of some words, there is a doubled 2, but the two letters spell only 3 consonant sound. The letter 4 is often doubled at the end of a word, and so is the 5.

Ricky Rulefinder

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

1. Study the *Handwriting Hints*. Say and write your words as usual. Watch the slant of your letters.
2. Discuss the questions and write the words missing from the rule.

3. Mark the vowels in *boss* and *cross* as shown in the *Dictionary Helps*.

4. Check with the Spelling Dictionary to see how the vowel sound is shown for *ball*, *hall*, and *wall*.

Handwriting Hints

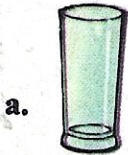
Do not make these mistakes in slant. Slant all your letters the same way.



ill	tall	fill	swell	shell
sell	wall	yell	spill	• spell
roll	boss	bill	glass	• class
hall	till	smell	cross	• egg

B Studying Your Words

1. Write the words for the pictures. Then write the dictionary pronunciation for each word.



2. Write the two words in which the *ô* sound is spelled with *o* and the one word that has the *ô* sound. Mark each vowel.

3. Write in alphabetical order the five words that have the *i* sound.

4. Write the three words in which the *ô* sound is spelled with *a* and the review word that has the *a* vowel sound.

5. Write in alphabetical order the seven words that have the *e* vowel sound. Number the words.

6. Write *fill*. Change *f* to *ch*, *dr*, and *st* to spell more words. Say the words.

C Trial Run

Dictionary Helps

c is shown as *k* when it spells the *k* sound. Only one *s* is pronounced.

The vowel sound spelled *au* (as in *haul*) or *aw* (as in *jaw*) is always shown as *ô*. It is also common in words like *all* (*ôl*).

At the top of every page in a dictionary are two words in dark print. These are *guide words*. All words that come in alphabetical order between the guide words will be found on that page.

cross (krôs), *n.* 1. Two sticks across each other like + or X. 2. A heavy duty or suffering. —*v.* 1. To mark with X. 2. To move from one side to another: *to cross the street*. 3. To make the sign of a cross. 4. To mix breeds of animals. 5. To hinder: *If you cross him, he will fight.* —*adj.* In bad temper.

D Proofreading

Be sure you know how to punctuate *direct speech* before you proofread Fred's spelling test. Rewrite as usual.



Spelling Test

1. The boss yelled, "Do not spil the gas when you fell the tank."

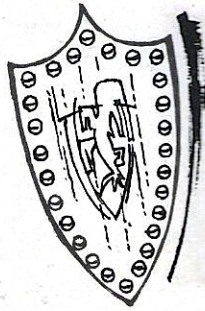
2. Mother said "Wait tell we sell our eggs before we pay the bill."

3. Our teacher told us "To cross the hall and go out the glas door."

Stories About Words

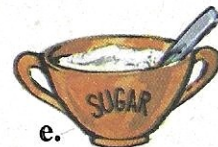
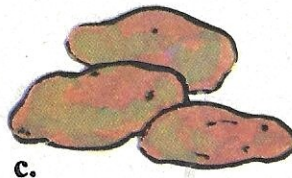
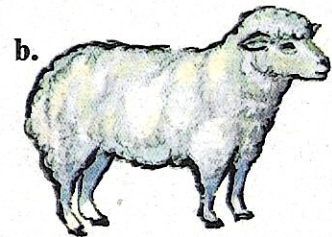
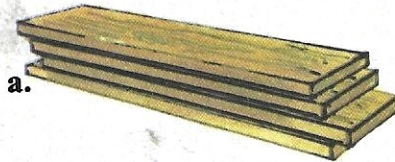
The Hollanders who settled New Amsterdam, which became New York, spoke their own Dutch language. The Americans borrowed very few Dutch words. One was *Santa Claus*. Another was *boss*, which we changed from the Dutch word *baas*, meaning "master." What does our *boss* mean?

Another meaning of the word *boss* comes from a French word. This meaning refers to raised ornamentation on metal or wood. For example, there was often a border of raised studs or *bosses* to ornament the edge of the shield.



More Words for Good Spellers — Products

alfalfa
wool
lumber
potato
rubber
sugar



Write the subject words which the pictures suggest.

a. _____ b. _____ c. _____
d. _____ e. _____ f. _____

1. In words like *sure*, the *s* spells the *sh* sound. Write the word in which *s* spells the *sh* sound.

2. Write *rubber*. Write another word by changing the *u* to *o*.

3. Write *number*. Write the word with *l* instead of *n*. Add *ing* to each word.

4. Write *wool*. Write its pronunciation as the Spelling Dictionary shows it.

5. Write *rub*. Double the last consonant and add these endings:
ing *er* *ish*

6. Write the three-syllable words. Draw lines between the syllables.

Irregular Spellings

1. When single vowels are in the middle of a short word, what sound do they usually spell?

2. How many one-vowel words are in the list? Do the vowel letters spell the sounds you expect?

3. When two vowels are together in a short word, what sound do they usually spell?

4. How many double-vowel words are in the list? What vowel sound do you hear in each one?



Middle vowels may spell the 1 sound of the vowel. Two vowels together may spell the 2 sound. Some spellings do not follow these 3.

Ricky Rulefinder

none
bush
frog
suit
true
push
dead
death
heart
earth
break
month
cloth
lion
health
chief
field
• front
• does
• friend

1 _____ 2 _____ 3 _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

1. Look carefully at each word as you say it slowly. Are the words spelled as you would expect them to be spelled?

2. Do the consonant letters in these words spell the sounds you expect?

3. Do the vowels spell the sounds you expect?

4. Discuss Ricky's questions and write the missing words for the rule.

5. Write the new words as usual.

Handwriting Hints

Do not make these mistakes in spacing your letters!

Too wide

Too close

Mixed spacing

push suit month

none

bush

frog

suit

true

push

dead

death

heart

earth

break

month

cloth

lion

health

chief

field

• front

• does

• friend

B Studying Your Words

1. Write the six one-vowel words. Show the pronunciation of each.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Write the three words in the list which fit this rule: "Write *i* before *e* except after *c*, or when sounded as *a* as in *neighbor* or *weigh*."

_____	_____
_____	_____

3. Write the two-syllable word. Put a check over each vowel you hear.

4. Use the Spelling Dictionary to help you find the words in which:

a. *ue* spells *ü* _____

b. *ea* spells *è* _____

c. *ui* spells *ü* _____

d. *ea* spells *ä* _____

e. *ea* spells *ā* _____

f. *oe* spells *u* _____

5. Write the three words in which *ea* spells the *e* sound.

_____	_____
_____	_____

6. Write the spelling words that are pronounced *duz* and *nun*.

_____	_____
_____	_____

C Trial Run

Dictionary Helps

The vowel sound is the same as in *book*. The dictionary shows the short *oo* sound as *ü* no matter what the spelling is.

The vowel sound is the same as in *moon*. The dictionary shows the long *oo* sound as *ü* no matter what the spelling is.

Any vowel which has the sound of *e* as in *term* will be shown as *è* in the dictionary.

A dictionary shows the *sh* sound as *sh* whether it is spelled that way or not.

bush (büsh), *n.* 1. A plant smaller than a tree, with many stems. 2. Open forest or wild land.

suit (süt), *n.* 1. Set of clothes. 2. A case in a law court.

earth (èrth), *n.* 1. Globe on which we live. 2. Soil ; ground.

D Proofreading

Harry had one of his friends say the spelling words to him to see if he could spell them. Proofread his paper. Rewrite the list correctly.

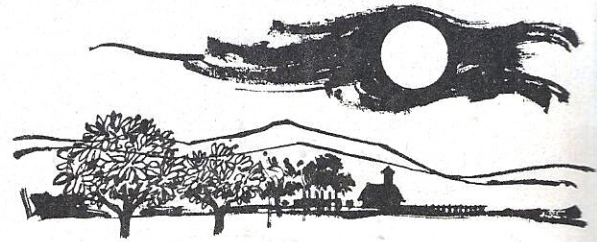


Spelling

- | | | |
|----------|-----------|-----------|
| 1. bush | 7. lion | 13. dead |
| 2. feild | 8. helth | 14. deth |
| 3. hart | 9. cloth | 15. push |
| 4. true | 10. month | 16. soot |
| 5. frog | 11. cheif | 17. front |
| 6. erth | 12. brake | |

Stories About Words

Month does look something like *moon*, does it not? The Old English word for moon was *mona*. Men wanted to mark the time it took the moon to make its revolution around the earth, so they called it a *monath*, after *mona*. *Monath* has become our word *month*.



More Words for Good Spellers — Mathematics

less
difference
minus
subtract
subtraction
amount



The grocery checker must do a problem in a. He says to the boy, "Now \$5.00 is the total, \$3.84 is the b spent,

and \$1.16 is the c." The sign before \$3.84 in the picture is a d sign. The bill is \$1.16 e than \$5.00.

a _____

c _____

b _____

d _____ e _____

$$\begin{array}{r} 346 \\ - 252 \\ \hline 94 \end{array}$$

1. 94 is the _____ between 346 and 252.

2. This is a problem in _____.

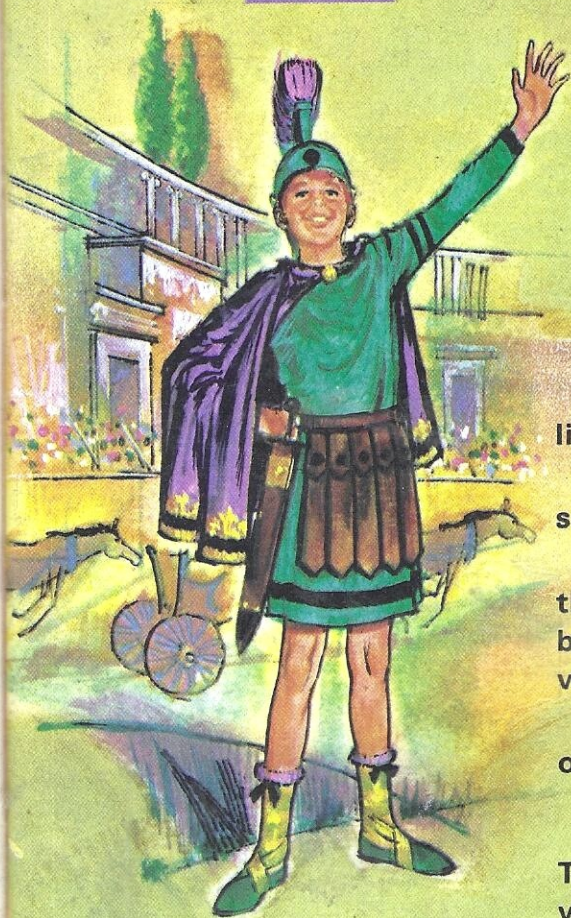
3. We _____ 252 from 346.

4. The sign $-$ is a _____ sign. Write the pronunciation of this word.

5. 252 is 94 _____ than 346.

6. *Subtract* is a verb. Write *subtract* and its noun form.

k-Sound Spellings



neck	thick	truck
kick	track	stack
sack	socks	brick
pack	check	pocket
luck	crack	jacket
tack	stuck	clock
		chicken
		black

1. What is the same about all the words in the list?
2. What two letters spell one sound? What sound is it?
3. Is this spelling of the *k* sound ever used at the beginning of a word? Where is it used in all but three words? Where is it used in those three words?
4. In which words is the *k* sound spelled in other ways?

The *k* sound is spelled in at least 1 ways. Some words spell the sound with 2 at the end of a word or of a syllable. Some words spell the *k* sound with 3 and some with 4.

Ricky Rulefinder

1. _____ 2. _____ 3. _____ 4. _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

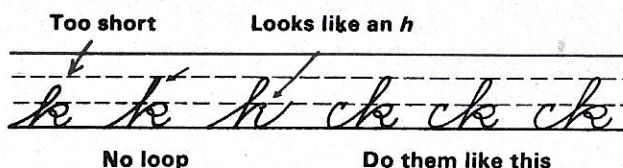
A Discovering Patterns

1. Say the words in the list. Listen for the *k* sound in each word. Which words begin and end with the *k* sound?
2. Discuss the questions and write the missing parts of the rule.

3. Study the *Handwriting Hints* and practice writing *ck*.
4. Write the new words. Underline the two letters that are the same in every word in the list.

Handwriting Hints

Watch your *k*'s! Go two spaces high. Don't make these mistakes.



neck	luck	socks	truck	jacket
kick	tack	check	stack	• clock
sack	thick	crack	brick	• chicken
pack	track	stuck	pocket	• black

B Studying Your Words

1. Write the three two-syllable words. Use the Spelling Dictionary to help you draw lines between syllables. Notice where the *ck* comes in each word.

2. Write the word that is plural in form. Write the singular also.

3. Write the three words with the vowel sound that starts .

Then change the vowel to *i* to spell more words.

4. Write in alphabetical order the words *neck*, *check*, *kick*, and *brick*. Number the words.

5. Write the eight words that have the *a* sound before *ck*.

6. Write *clock* and *thick*. Drop the first *c* in *clock*. Drop the *h* in *thick*. Write and say the new words.

C Trial Run

Dictionary Helps

p comes before *t* in the alphabet.

A dictionary shows the sound of *k* as *k*, no matter how it is spelled.

If you know the order of the letters in the alphabet, you can find any entry in a dictionary, because all entry words are arranged in alphabetical order. Words that begin with *a* come first, those that begin with *b* are next, and so on.

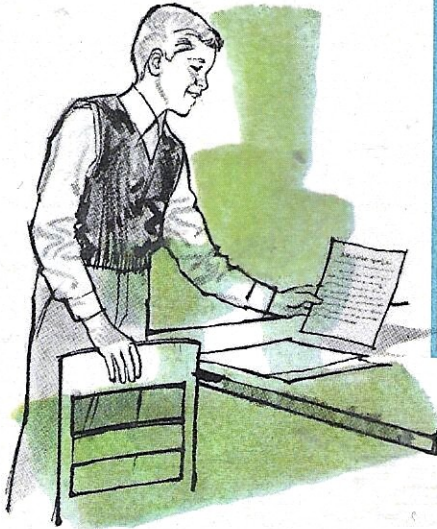
pack (pak), *n.* 1. A bundle of things tied together for carrying. 2. A number of animals running together. —*v.* 1. To put together in a bundle or box. 2. To crowd closely together.

tack (tak), *n.* Short nail with a broad, flat head: *carpet tacks*. —*v.* To fasten with tacks.

Some words have more than one meaning. In a dictionary, the different meanings are numbered 1, 2, 3, and so on.

D Proofreading

Pete Wilson wrote this report for his school newspaper. Proofread it and rewrite it correctly.



Boys See Track meet

On saturday our Cub Pack was lucky. We got two go to the track meet we stacked briks for Mr Smith and he took us in his truck we got a big kick out of cheking time with his stop watch. Now we all want thicke sweat socks and track shoes too run faster.

E For the Record

Stories About Words

Sock comes from the Old English word *socc*, which meant "a low-heeled shoe." Long ago stage actors who played sad parts wore a half-boot, or *buskin*. To wear the "sock and buskin" meant to be an actor. We sometimes use this expression today.



More Words for Good Spellers — Nature Study

insect

moth

wasp

bee

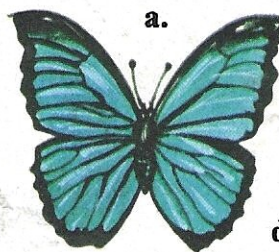
spider

ant

grasshopper

butterfly

beetle



Write the name for each picture.

a _____

b _____ c _____

d _____

e _____

f _____

g _____

h _____

1. Write the two compound, or "put-together," words. Draw lines between the two words from which each compound is made.

2. All _____ have six legs, but _____ have eight legs.

3. Write the word with three letters and three sounds; the word with three letters and two sounds.

4. Write the word in which the *o* spells the *ô* sound. Write *both*. Then write the pronunciation for each of these words.

5. Write the word in which *le* spells the *l* sound.

6. Write *spider*. Change *sp* to *w* to write a new word. Say the word.

UNIT 10

C and g Spellings



rice
cute
camp
cover
cabin
fence

since
camel
circus
bicycle
cent
color

orange
gum
gym
cage
forgot
gather
giant
bridge

1. In which words does *c* spell the *s* sound? The *k* sound?
2. Which vowels follow *c* when it spells *s*? When it spells *k*?
3. In which words does *g* spell the *g* sound? The *j* sound?
4. Which vowels follow *g* when it spells *g*? When it spells *j*?

The *c* usually spells the *s* sound and the *g* the *j* sound when the following vowel is 1, 2, or 3. The *c* spells *k* and *g* spells *g* when the following vowel is 4, 5, or 6.

Ricky Rulefinder

1___ 2___ 3___ 4___ 5___ 6___

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

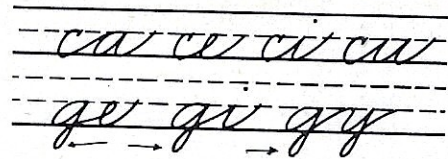
1. Say the words in the list. Listen for the two sounds of *c* and the two sounds of *g*.
2. Discuss the questions and write the missing parts of the spelling rule.

3. Write the new words. Follow the *Handwriting Hints*.

4. Draw lines between the syllables of the words with two or three syllables. Use the Spelling Dictionary to help you.

Handwriting Hints

The *c* gets one space. The *g* is a tail letter and goes halfway to the next line.



rice	cabin	circus	• orange	forgot
cute	fence	bicycle	gum	gather
camp	since	• cent	gym	giant
cover	camel	• color	cage	bridge

B Studying Your Words

1. Write the six words in which *c* spells the *s* sound. Then write the five words in which *g* spells the *j* sound. Circle each vowel which follows *c* or *g*.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Write the ten one-syllable words. Cross out the silent vowels and mark the long vowels.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Look at *camel*, *forgot*, *cabin*, and *circus*. Try saying the words as if each were two words. Can you hear the vowels clearly? Write the four words.

_____	_____
_____	_____

4. Write the two words in which *c* spells both the *s* and the *k* sounds.

_____	_____
-------	-------

5. Write *since* and *prance*. Change the *c* to *k* and drop the *e*.

_____	_____
_____	_____

6. Write *gather*, *color*, and *cover*. Circle the word in which the *ar* sound is not spelled with the letters *er*.

_____	_____
_____	_____

C Trial Run

Dictionary Helps

When *c* spells the *k* sound, the dictionary shows it as *k*.

The dictionary uses *s* to stand for the *s* sound no matter how it is spelled.

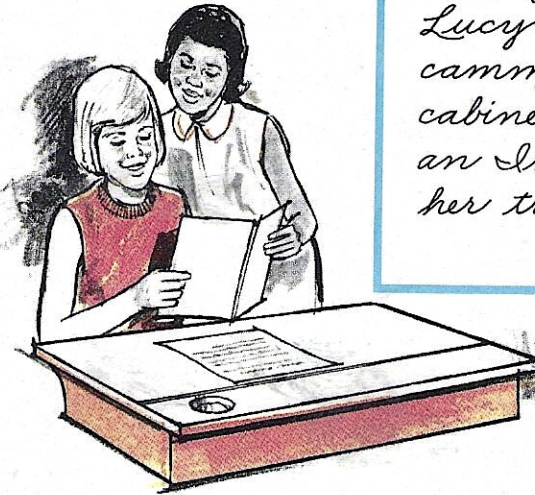
When *g* spells the *j* sound, the dictionary shows it as *j*.

cage (kāj), *n.* 1. Enclosure for birds or animals made of wire, iron bars, or wood. 2. Anything like a cage: *the cage of an elevator*.—*v.* To put into a cage. **caged**, **cag**·ing.

rice (rīs), *n.* 1. The seeds of a certain plant grown in warm climates. 2. The plant itself.

D Proofreading

Proofread this report of the Room 12 girls and rewrite it as it should appear in the school newspaper.



Room 12 Girls' Circus

The Room 12 girls had their circus in the gym Saturday. Ginnys cat was a giant tiger. Lucy and Alice were a humpy cammel we made a cute log cabine with a fense and had an Indian camp. Gerry rode her trick bycicle.

E For the Record

Stories About Words

The word *gym* is a good example of a "stump" word. We like to shorten long words to "stumps" to make them easier to say and to use. If *gym* is short for *gymnasium*, what are the long forms of these "stumps": *gas*, *auto*, *bus*, *photo*, *phone*, *plane*, *ad*, *drapes*, *mums*?

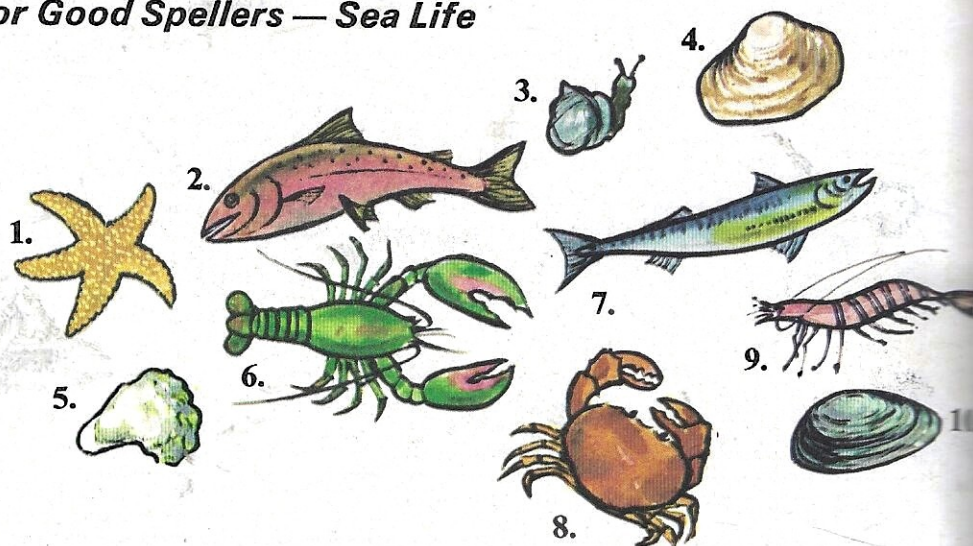
GAS / OLIVE

OMNI / BUS

CHRYSANTHE / MUMS

More Words for Good Spellers — Sea Life

clam
crab
shrimp
salmon
oyster
mussel
lobster



Here are drawings of ten water animals. Write the numbers and the names of the seven listed as your subject words.

1. A homonym of *muscle* is _____, which is a shellfish.

2. Write *ham* and *cab*. Change the *h* to *j*, to *sl*, to *cl*. Change the *c* to *j*, to *sl*, to *cr*. Write and say the six new words.

3. Write the word with the same vowel sound as *boy*.

4. Write the word with a silent *l*.



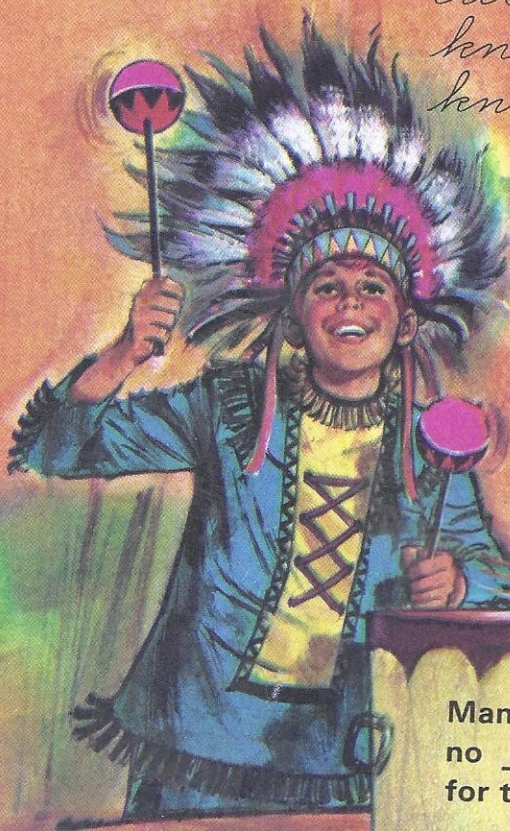
5. It is plain to see that this is a _____, and



this is a _____.

6. Write *crab*. Change the *b* to *sh*, to *ck*, and to *mp*. Write and say the words.

Silent-Letter Spellings



half whom tight
calf wrong straight
knee comb frighten
knock climb all right
witch answer
kitchen. whose
often. knew
listen. high

1. What is the same about the spelling of every word in the list?

2. What is the silent consonant or consonants in each word?

Many words have letters which spell no 1. We can either "say" sounds for the 2 letters or memorize the 3.

Ricky Rulefinder

1 _____ 2 _____ 3 _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

1. Look at each word as you say it. Notice the silent consonant letter or letters in each word.

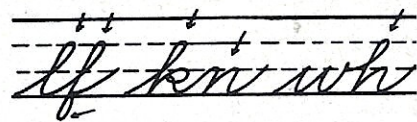
2. Discuss Ricky Rulefinder's questions and write the words missing from the spelling rule.

3. Write the new words. Watch your loops and tails and be sure to stay on the base line.

4. Divide the two-syllable words into parts and put in the accent marks as shown in the Spelling Dictionary.

Handwriting Hints

Try writing these silent-letter combinations. The *l*, *f*, *k*, *h*, and *b* are three spaces high. The tails of *f* and *g* go halfway down. Make your *m*'s and *n*'s round. Stay on the base line!



half	whom	witch	tight	answer
calf	wrong	kitchen	straight	• whose
knee	comb	often	frighten	• knew
knock	climb	listen	all right	• high

B Studying Your Words

1. Write the five words with the *k* sound. Cross out the silent letters.

2. Write the three words that begin with silent *w*.

3. Write the six one-syllable words that have a silent *k* or a silent *gh*.

4. Write the seven words with a silent *l* or a silent *t*.

5. Study the *Dictionary Helps*. Write the five two-syllable words. Circle the vowels that have the schwa sound in the unaccented syllable.

6. Write *who*. Add *m* and *se* to *who*.

C Trial Run

Dictionary Helps

This is the *schwa* (ə), which tells you to say the unaccented vowel sound found in words like *lemon* and *circus*.

This is the accent mark which tells you which syllable to say harder, or louder.

The dictionary uses a special sign to stand for the vowel sound in an unaccented syllable. The sign is ə, and it is called a *schwa*. Say the words *about*, *taken*, *April*, *lemon*, and *circus*. One syllable in each word is unaccented. The dictionary uses the ə to stand for the sound of the vowel sound in these unaccented syllables.

an·swer (an'sər), *n.* Reply or response. —*v.* 1. To serve: *A piece of paper will answer for a table cloth.* 2. To respond.

half (haf)

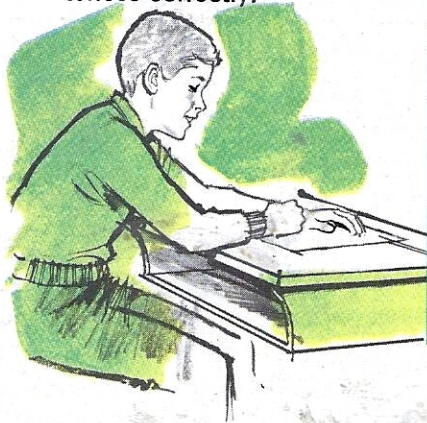
knee (nē)

comb (kōm)

(Note that the pronunciation does not show the silent letters, but spells the words exactly as they sound.)

D Proofreading

This is Jack's test on this week's words. Proofread his test and find the errors. Rewrite the sentences correctly.



1. *Lissening often to stories about wiches can frighten me.*

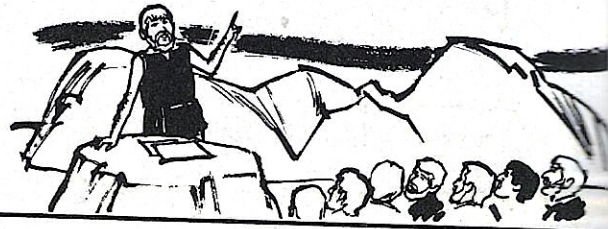
2. *The teacher said alright, give me a strait anser.*

3. *Climb on this kichen stool, but do not knock you nee on the table.*

4. *Who's calf is that in our half of the field.*

Stories About Words

In Old English, the *w* sound was pronounced in words like *whose* and *whom*. This *w* sound was hard to say and people began to skip it. Although we have changed the pronunciation of such words, we have not changed the spelling.



More Words for Good Spellers — Parallels

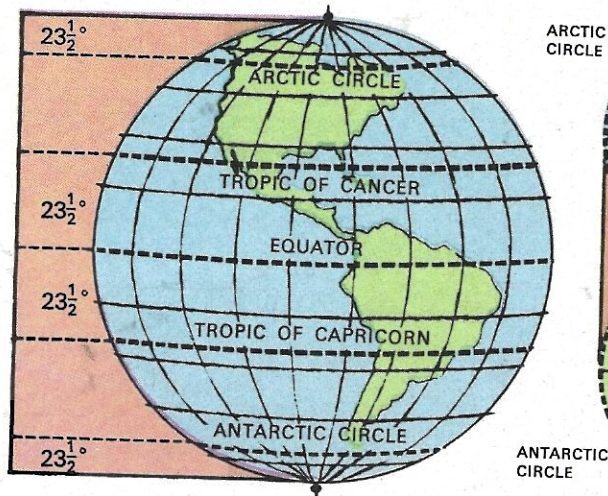
Arctic Circle

Tropic of Cancer

Tropic of Capricorn

Antarctic Circle

equator



An imaginary line around the center of the earth is the a. The b is an imaginary line $23\frac{1}{2}$ degrees south of the c, and the d is an imaginary line $23\frac{1}{2}$ degrees north of the e. The f is $23\frac{1}{2}$ degrees south of the North Pole, and the g is $23\frac{1}{2}$ degrees north of the South Pole.

a _____

b _____

c _____

d _____

e _____

f _____

g _____

1. Write the three single words in which *c* spells the *k* sound twice.

2. Write the two single words in which *c* spells both the *s* sound and the *k* sound.

3. Write the word in which *qu* spells the *kw* sounds.

4. Write the three single words in which *c* spells the *k* sound at the end of the word.

7

wall	smell
ill	boss
sell	till
roll	fill
hall	yell
tall	bill
	shell

How many letters in *ill*? How many sounds? How many letters in *glass*? How many sounds? Which letter is silent in every word?

10

camp	bridge
camel	circus
cover	rice
cage	fence
cute	since
cabin	bicycle
	gym

Which sounds does *g* spell? Which sounds does *c* spell?

8

bush	heart	push
none	cloth	chief
month	dead	suit
field	death	true
	frog	health

Do we spell these words the way they sound? How will you learn to spell tricky words?

9

luck	stack	brick
check	crack	tack
pack	truck	track
thick	neck	sack
	socks	pocket
	stuck	jacket

Which two letters together may spell the *k* sound?

11

wrong	witch	tight
knee	straight	comb
half	knock	often
calf	whom	climb
	kitchen	all right

Look and listen! What is alike about every word in this unit?

A Review Your Words

1. Write these Unit 7 words.



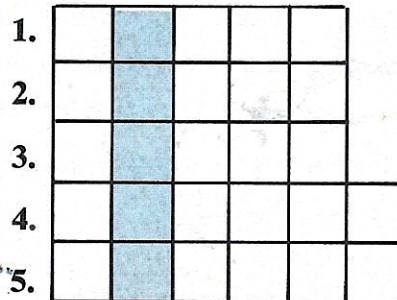
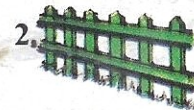
2. Write them correctly.



3. Write the plural forms of these *ck* words.



4. Write the name of the picture in the spaces beside the pictures. Find the hidden word in the blue spaces.



5. The words for this puzzle are scrambled. For example, *geac* is *cage* from Unit 10. Unscramble the word for each line. Find the hidden word in the yellow spaces.

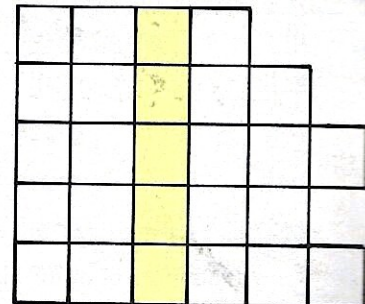
geac

chikt

hethal

nices

rageth



6. Write an antonym, or opposite word, from Units 7–11 for *alive*, *remembered*, *pull*, and *right*.

B Review More Words for Good Spellers

wool	less	ant	spider	clam	Arctic Circle
sugar	minus	bee	beetle	crab	Tropic of Cancer
rubber	difference	moth	butterfly	shrimp	Tropic of Capricorn
potato	subtract	wasp	grasshopper	salmon	Antarctic Circle
alfalfa	subtraction	insect		oyster	
lumber	amount			lobster	
				mussel	equator

1. Write the words in the first four lists which have three syllables.

2. Write the word in which *s* has the *sh* sound; *qu* has the *kw* sounds.

3. Write the words pronounced *ärk'tik* and *ant ärk'tik*.

4. Write the two compounds, or put-together words.

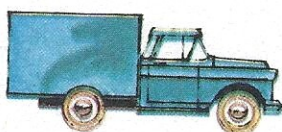
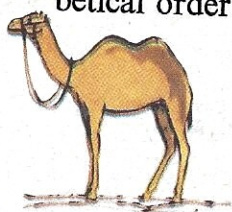
5. Write the words with the *sub* prefix.

6. Four words end in the *l* sound. Write them. Watch the spelling.

7. Write the word with silent *l*.

C Review Your Dictionary Skills

1. Write the pictured words in alphabetical order. Number the words.



<i>stack</i>	<i>stuck</i>	<i>socks</i>
<i>sack</i>	<i>suit</i>	<i>since</i>
<i>straight</i>	<i>smell</i>	<i>swell</i>

2. You know that when the first letter in two words is the same, you must look at the second letters to decide which word comes first in alphabetical order.

Which word in each pair below would come first in alphabetical order?

- a. camel—cover _____
- b. rice—roll _____
- c. since—stack _____
- d. frighten—fill _____
- e. wrong—whom _____
- f. tack—true _____

3. All the words in the following list begin with the same letter. You must look at the second or third letters to decide on the alphabetical order. Write the words in alphabetical order. Number the words.

D Review Your Handwriting Skills

Practice writing *The comb is in the pocket of my suit jacket.* Compare your handwriting with the samples given in Units 7–11.

4. Besides the long-vowel mark, the dictionary uses some other signs for vowel sounds.

Read the sentences below. Write each word which is in special type. After it, write its correct pronunciation.

a. We know that the *earth* is round.
(*èrth*, *ərth*)

b. The ball rolled under that *bush*.
(*bush*, *bùsh*)

c. Mother cut the wool *cloth* to make me a coat. (*klôth*, *clôth*)

d. I will *push* the wagon if you will pull it. (*pūsh*, *pùsh*)

e. I will *share* my book with you.
(*shār*, *shā*)

Are your *c*'s one space high? Are the letters slanted correctly? Spaced correctly? Are the loops for *b* and *k* tall enough?

The OW-OU Spellings

mouse count • window bowl
south mountain bow crowd
proud cloud drown powder
pound • round below plow
sound • flower arrow follow

1. What is the same about the spellings of the first nine words in the list?
2. Which vowel sound do you hear in the nine words?
3. What is the same about the spellings of the last eleven words?
4. Which two vowel sounds does the ow spell?

In some words the vowel sound we hear in  is spelled with 1 and in other words it is spelled with 2. The ow also spells the 3 sound.

Ricky Rulefinder

1 _____ 2 _____ 3 _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

1. Say the words in the list. Listen for the sounds that *ou* and *ow* spell.
2. Discuss the questions and write the missing parts of the spelling rule.
3. Study the *Handwriting Hints* and practice writing *ou* and *ow*.

4. Write the new words. Be sure to make the *o*'s and *w*'s correctly.

5. Draw lines between the syllables of the five two-syllable words. Put in the accent marks as shown in the Spelling Dictionary.

out ow ow ow

sound count crowd

Handwriting Hints

Do not make your o's look like a's nor your a's like o's. Finish the w's carefully. Write the samples.

B Studying Your Words

1. Write the six words in which *ow* spells the *ō* sound.

2. Write the three two-syllable words which have the *ou* sound. Then circle the letters which spell the *ou* sound.

3. Write the pictured words.



4. Write *plow*. Change the *pl* to *l*, *n*, and *gr*. Write these words. Underline the words in which *ow* spells the *ō* sound.

Circle the words in which *ow* spells the *ou* sound.

5. Write *south*, *sound*, and *count*. Then change the first letter in each word to *m*. Write and say the words.

6. Write *pound* and *bowl*. Then change the first letter of each word to *gr*.

7. Write *proud*, *crowd*, *round*, and *cloud*. In each word, circle the letters which spell the vowel sound.

C Trial Run

Dictionary Helps

The accent mark shows you which syllable to accent, or say louder.

The long *o* sound is shown as *ō* no matter how it is spelled.

An extra space with a dot separates the syllables.

The *ou* sound is shown as *ou* no matter how it is spelled.

Entry words that have more than one vowel sound are divided into parts, called *syllables*. A word has as many parts as it has vowel sounds. You usually say one syllable louder than the others in a word, or *accent* that syllable. The dictionary uses an accent mark (´) to show the accented syllable.

fol·low (fol´ō), *v.* **1.** To go or come after: *The blue car will follow the red car in the parade.* **2.** To go along: *Follow this street.* **3.** To use; obey: *Follow the doctor's advice.* **4.** To keep the eyes or mind on: *to follow a story.*

south (south), *n.* Direction away from the North Pole. —*adv.* Toward the south: *The birds flew south in the fall.* —*adj.* From the south: *a south wind.*

D Proofreading

Bill made a report to his class about American Indians. He made these notes after looking up *Indians* in the encyclopedia.

Proofread Bill's notes and find the mistakes. Use Bill's notes to write the report.

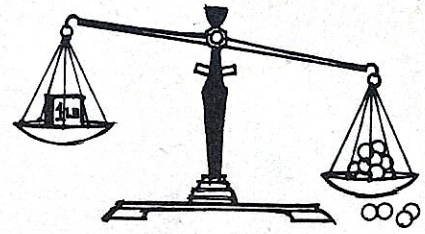


Hundreds of Indian tribe, from north to South, in mountins and plains. Papose strapped to board, make no soun, quet as mouse. Boy's learn hunt, bows and arows. Prouwd, follow chief in war, cannoes and tommahawks. Women pound corn to meal, clay bowles. Put up tepees, wigwams, make moccassins, blankets.

E For the Record

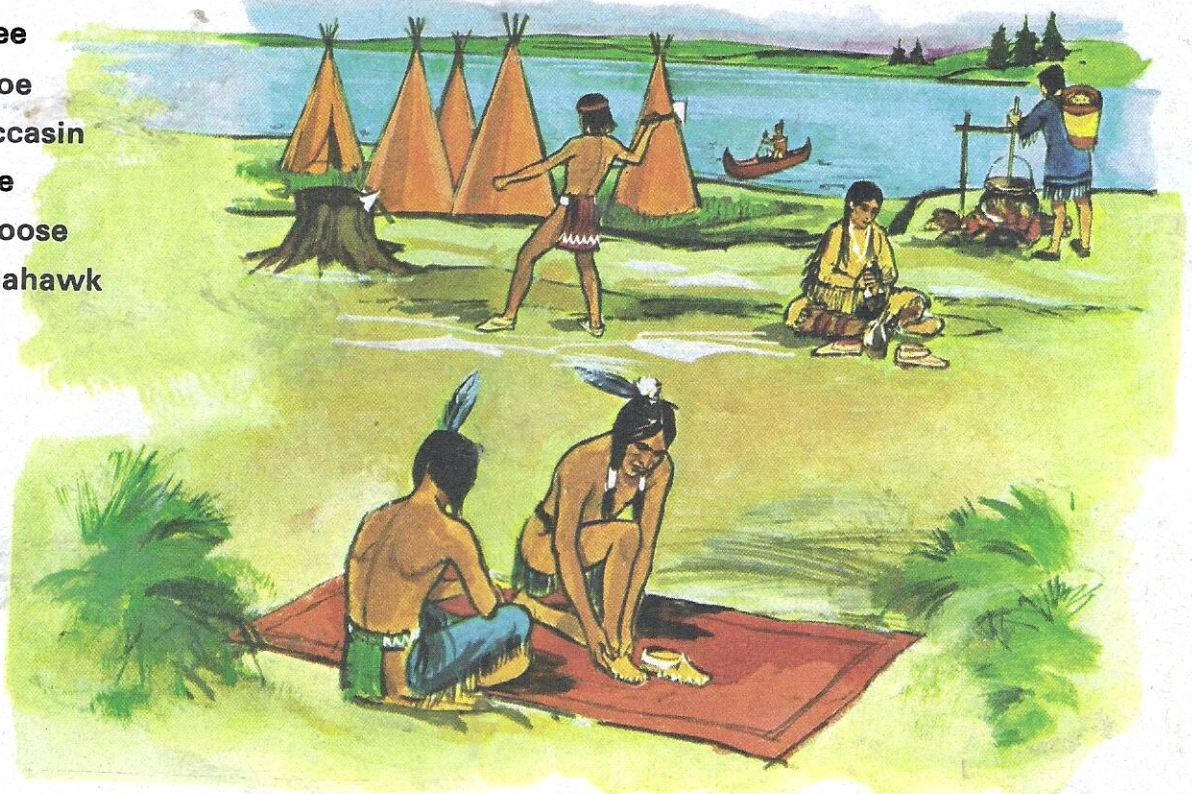
Stories About Words

Why should *lb.* be the abbreviation for *pound*? In Latin, *pondo* means "weight." A *libra pondo* was a Latin measure of weight. Gradually *libra pondo* became *pondo*, or *pound*, but we keep the *libra (lb.)* as our abbreviation for *pound*.



More Words for Good Spellers — Indians

tepee
canoe
moccasin
tribe
papoose
tomahawk



This group, or a, of Indians have put up their skin tents, called b. One Indian woman has her c on her back.

The other woman is making d. An Indian is paddling his e on the lake. One brave is throwing a f.

a _____ b _____
c _____
d _____
e _____ f _____

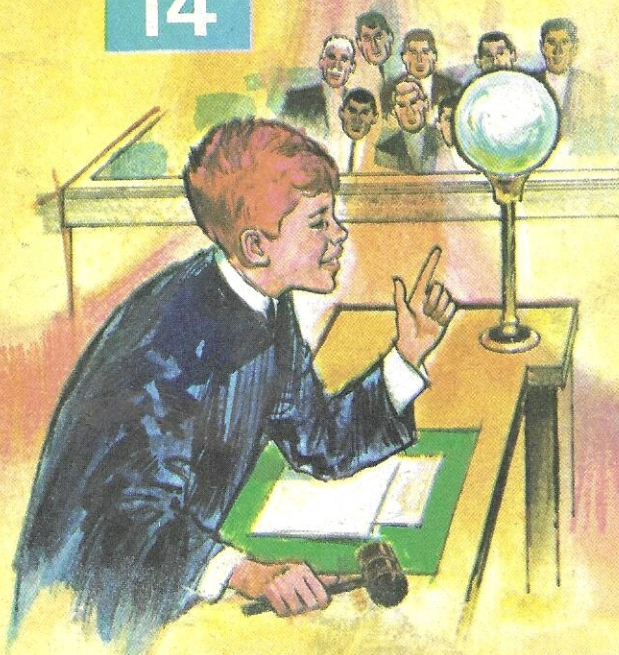
1. Write the two three-syllable words. Draw lines between the syllables and show the accent marks.

2. Write *canoe* and *papoose*. Then show their pronunciations as your Spelling Dictionary gives them.

3. Synonyms are words which have the same or nearly the same meaning. Write the synonym for an Indian tent.

4. Write in alphabetical order the words which start like .

More Vowel Spellings



oil	gray	straw
joy	clay	hook
noise	lay	roof
enjoy	always	pool
pay	haul	stood
hay	draw	door
	cause	food

1. In what two ways is the vowel sound spelled in the first four words? What is the sound?

2. What vowel sound does the *ay* spell in the next six words? Where does the *ay* come in the words?

3. What is the vowel sound in the next four words? In what two ways is it spelled? Which spelling is used at the end of a word?

4. What sounds does the *oo* spell in the last six words?

In some words the *oi* vowel sound is spelled with 1. In other words it is spelled with 2.

The *ā* sound is often spelled with 3 at the end of a word.

The *ô* sound is spelled with 4 in some words and with 5 in others. The 6 is used at the end of a word.

Both the *û* and the *ü* sound are often spelled with 7.

Ricky Rulefinder

1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____ 7 _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

1. Say the words in the list. Listen for the vowel sounds.

2. Discuss the questions and write the missing parts of the rules.

3. Study the *Dictionary Helps* to see how the dictionary shows the vowel sounds in these words.

4. Write the new words as usual.



Handwriting Hints

The *y* is a tail letter and goes halfway to the next line. Keep the loops like the sample. Don't make your *a*'s look like *o*'s. Close the tops of the *a*'s and *o*'s.

B Studying Your Words

1. Write the four words that have the *oi* sound. Circle the letters in each word that spell this sound.

2. Write the six words in which *ay* spells the *ā* sound. Write six more words with *b*, *st*, *r*, *tr*, *j*, and *pr* before *ay*.

3. Write the six words spelled with *oo*. After each word, show the dictionary symbol for the sound of the *oo*.

4. Write *b*, *t*, *s*, *c*, and *sp* before *oil* to spell five words. Say the words.

5. Write the new words with the *ô* sound. Circle the letters in each word that spell this *ô* sound.

6. Write new words with the *ü* vowel sound that mean "middle of the day," "somewhat cold," and "to bend over."

7. Write new words with the *û* vowel sound that mean "laid hold of," "trembled," and "a small stream."

C Trial Run

Dictionary Helps

The *au* and *aw* usually spell this *ô* sound.

When the *oo* has a long sound, the dictionary shows it as *ü*. The dictionary shows the short sound of *oo* as *û* (stood).

The dictionary shows the long *a* sound as *ā* and the *oi* sound as *oi* no matter how they are spelled.

clay (klā), *n.* A sticky kind of earth which hardens when baked.

en·joy (en joi'), *v.* To have or use with joy; be happy with.

haul (hōl), *v.* To pull or drag with force.

pool (pül), *n.* A small pond.

D Proofreading

We separate direct speech from the rest of the sentence with a comma. We put direct speech in quotation marks and begin it with a capital letter.

Proofread May's sentences. Find all the mistakes. Rewrite the sentences correctly.



1. Mr. Bay said, "Enjoy yourselves, but do not make to much nois."

2. The farm boss said, "Lay the hery and straw in a pile so we can hawl it away."

3. Father said "bait your hooks and drop you lines in the pool."

4. Mother said, "Draw some money from the bank and pay our gas and oyl bill."

E For the Record

Stories About Words

The Greeks made their word for *oil* from their word for *olive*. The Romans got their word *oleum*, meaning "olive oil," from the Greeks. The French got the word from Latin, and the English got their word *oil* from the French.



More Words for Good Spellers — Mathematics

product

multiply

factors

multiplication



Bill wants to know how many boxes of shoes are on the shelf. He has a problem in a. In his problem, he will b the c 5 and 3. 15 is the d.

a _____
b _____
c _____ d _____

$$\begin{array}{r} 532 \\ \times 31 \\ \hline 532 \\ 1596 \\ \hline 16492 \end{array}$$

1. This is a problem in ____.

2. 16,492 is the ____.

3. In the problem, we ____ 532 by 31.

4. Write the four subject words. Draw lines between the syllables.

fur • *large*
war • *word*
park • *third*
born
dirt
burn
north
worm
shirt
porch
world
church
rather
storm
short
charge
finger

1. How many different vowel letters come before *r* in words in the list?
2. How many vowel sounds do these vowel letters spell?
3. Does any vowel letter before *r* spell a long or short vowel sound?

Vowel letters before *r* often spell these vowel sounds: 1, 2, 3, 4. They rarely spell the 5 or 6 vowel sounds.

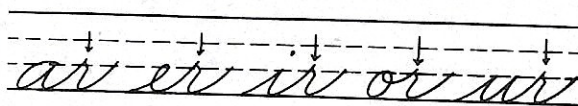
Ricky Rulefinder

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

A Discovering Patterns

1. Say the words in the list. Listen for the sound of *r* in each word. Look carefully at the vowel before *r*.
2. Discuss the questions and write the missing parts of the spelling rule.

3. Study the *Handwriting Hints*. Practice writing the vowels with *r*.
4. Write the new words as usual.
5. Use the Dictionary to find how each vowel before *r* should be marked.



Handwriting Hints

The *a*, *e*, *i*, *o*, and *u* get one space. The point of *r* goes just above one space. Close your *a*'s and *o*'s. Do not loop your *i*'s. Practice these endings.

B Studying Your Words

1. Write the nine words in which the vowel sound before *r* is *ê*. Circle each vowel before *r*.

2. Write the six words in which the vowel sound before *r* is *ô*. Circle each vowel before *r*.

3. Write the two-syllable words. Divide each word into syllables and put in the accent marks as shown in the Spelling Dictionary.

4. Write the four *ar* words. Check your Spelling Dictionary to find the *ar* word which has the *ô* vowel sound. In

the other words mark the *a* and cross out the silent letters.

5. In unaccented syllables the vowel before *r* usually has the schwa sound. Write *finger* and *rather* to show their dictionary pronunciations.

6. Write *third* and *word*. In each word, change *d* to *st* to write two other words. Say these words.

7. Write *pat*, *than*, *face*, and *fat*. Then change each *a* to *or* to write other words.

C Trial Run

Dictionary Helps

The vowel sound in *her* is shown as *ê* no matter what the spelling may be.

The vowel sound in *for* is shown as *ô* no matter what the spelling may be.

The vowel sound in *arm* is shown as *â* no matter what the spelling may be.

The *r* colors all vowels which it follows.

fur (fêr), *n.* Soft coat of hair that covers many animals. —*adj.* Made of fur.

storm (stôrm), *n.* Strong wind with rain, snow, hail, or thunder and lightning. —*v.* To attack violently.

park (pârk), *n.* 1. Land set aside for the public's pleasure. 2. Grounds around a fine house. —*v.* To leave for a time in a certain place: *Park the car.*

D Proofreading

Bob Jones made some notes so he could write a report on the life of Ben Franklin. Proofread the notes. Find the errors as usual. Write the report in complete sentences without errors.

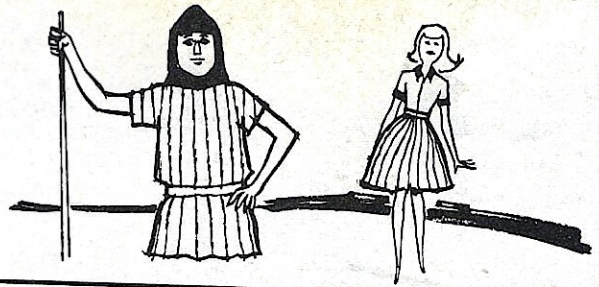


Borne Boston 1706, died 1790.
Father wanted him in cherch,
Ben rather be printer. Ran
away at 17. Short time in
charge own shop Philadelphia.
Inventor. Scientist (kite in
starm). Helped, war england.
Helped write Declaration and
constitution. Werld honors
as great american.

E For the Record

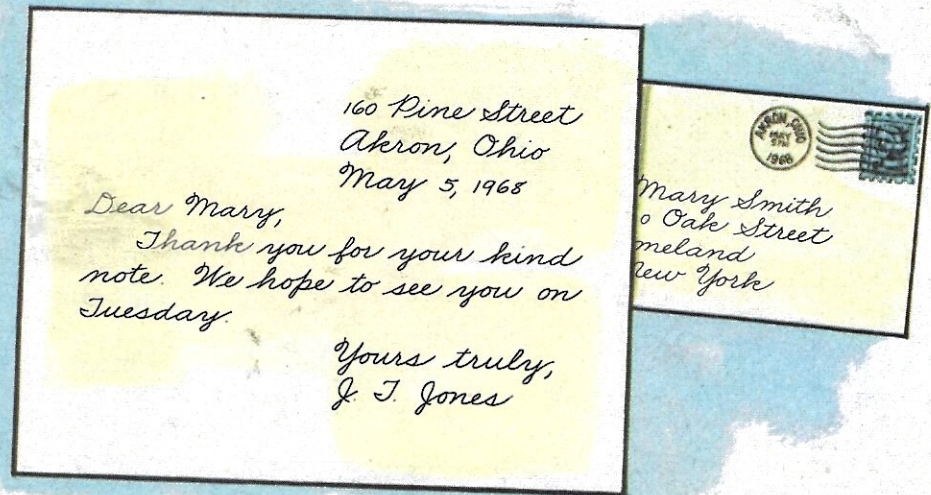
Stories About Words

Shirt comes from the Old English word *scort*, which meant "short." *Shirt* got its name because it was a short garment. *Skirt* comes from the same word *scort* because it, too, was a short garment. *Shirt*, *short*, and *skirt* all have different meanings to us now, but once they were just *scort*.



More Words for Good Spellers — Letter Form

heading
closing
greeting
envelope
signature
initials



At the top of this letter is the a. After the heading comes the b. The c is addressed to Mary Smith. J. T. Jones is the writer's d. J. T. are Mr. Jones's e. "Yours truly" is the f of the letter.

a _____ b _____
c _____
d _____
e _____ f _____

1. Write the word in which *t* spells the *sh* sound.

2. Write the word in which *t* spells the *ch* sound.

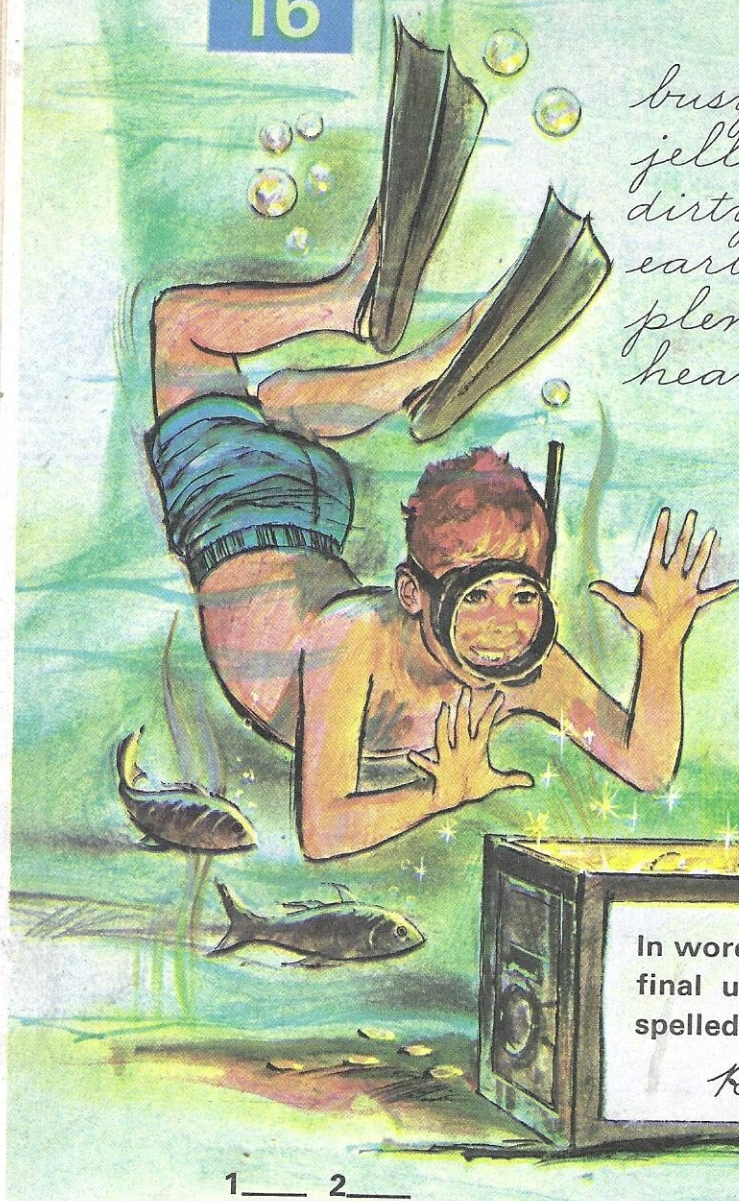
3. A friendly letter should have a h_____, a g_____, and a c_____. The first letters of your names are your _____.

4. Write *head* and *greet*. Add *ing* to each.

5. Write *envelope* and draw lines between the syllables.

6. Write *close*. We drop the _____ before adding *ing*. Write *close* again with its *ing* ending.

Final y Spellings



busy *twenty* *marry*
jelly *buggy* *fifty*
dirty *angry* *hungry*
early *easy* *only*
plenty *hurry* *sorry*
heavy *ready* *every*
 history
 already

1. Are there any one-syllable words in the list?
2. What is the same about the spelling of every word in the list?
3. What is the last sound in every word? How is it spelled?
4. Does the last syllable ever have the accent?

In words of more than one syllable, the final unaccented 1 sound is usually spelled with 2.

Ricky Rulefinder

1. _____ 2. _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

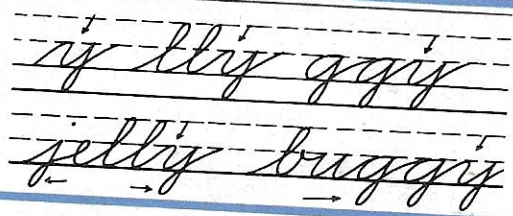
A Discovering Patterns

1. Say the words in the list. Listen for the last sound in each word.
2. Which words have two syllables? Which have three syllables?

3. Discuss the questions and write the missing parts of the rule.
4. Write the new words. Make the y's in the words carefully.

Handwriting Hints

Round the hump on *y*. The tail goes halfway down. Try these combinations. Don't crowd your letters!



B Studying Your Words

1. Write the five new words that have vowels before *r*.

2. Write the five words that have doubled consonants.

3. Write *ready*. Write it again with *al* at the beginning.

4. Write the two words in which *s* spells the *z* sound.

5. Write the two *ng* words. Show their dictionary pronunciations.

6. Write the two words that have three syllables.

7. Write *every*, *plenty*, *only*, *fifty*, *heavy*, and *twenty*. Beside each word, show its dictionary pronunciation.

8. Write antonyms, or opposite words, for *late*, *hard*, *clean*, *light*, and *idle*.

C Trial Run

Dictionary Helps

In a dictionary, usually at the bottom of every right-hand page, there are rows of words that look like these:

hat, *ā*ge, *cā*re, *fār*; let, *bē*, *tē*rm; it, *ī*ce; hot, *gō*,
ōrder, oil, out; cup, pūt, rīle, ūse; ch, child, long;
thin; *th*, *thē*n; zh, measure, *ə* represents *a* in about,
e in taken, *i* in April, *o* in lemon, and *u* in circus.

Notice that the final *y* has the *ē* sound.

The dictionary shows *i* before *r* this way.

These are *key words*. They are simple, well-known words which show the dictionary signs for pronunciations.

dirt·y (dēr'tē), *adj.* Not clean; soiled by mud, dust, earth, etc. —*v.* To make dirty; soil. **dirt·ied**.

D Proofreading

This ad writer always has trouble with his spelling. Proofread the ad, find the errors, and write it correctly.



Hurry, busy kitchen slaves! Its allready
at your supermarket, the greatest floor
cleaner in the history of scrubbing.

Throw that horse and buggy cleaner out and try MAD, the angry floor cleaner. Get's you out of that derty kitchen erly and gives you plenty of time to cook for that hungry husband.

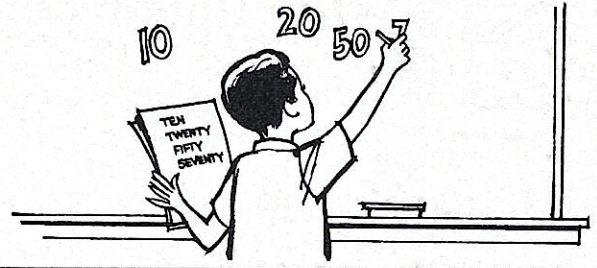
Small size, twenty cents
Large size, fifty cents

Large size, fifty cents

E For the Record

Stories About Words

Words like *twenty* and *fifty* are compounds, or “put-together” words. The Old English word for *two* was *twēn* and for *five* was *fif*. *Tig* meant “a group of ten.” So *twentig* meant “two groups of ten” and *fiftig* meant “five groups of ten.” We have changed the *tig* ending to *ty*.



More Words for Good Spellers — Aquarium Life

aquarium

seaweed

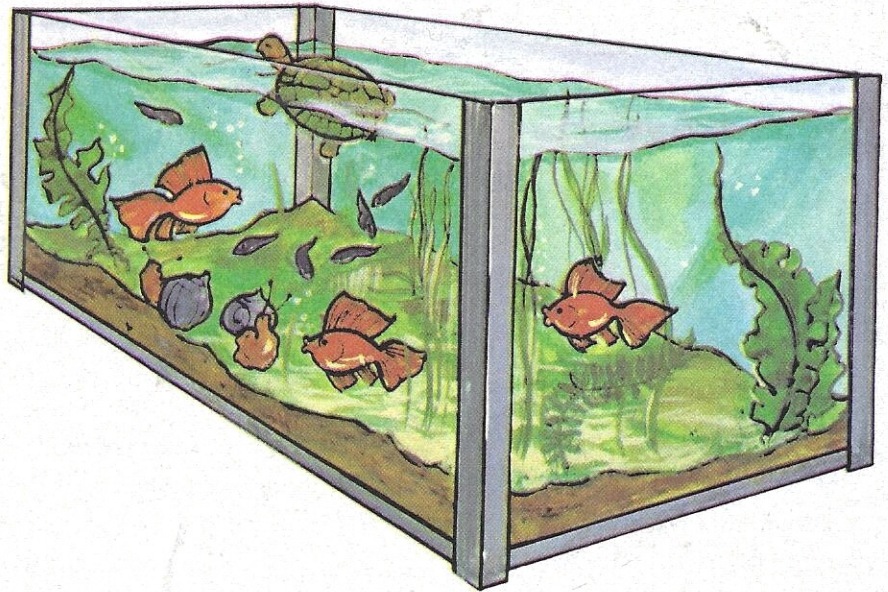
algae

snail

turtle

goldfish

tadpole



In this a you can see some b, three c, two d, and a e. The plants are f, which is a kind of g.

a _____

b _____

c _____

d _____

e _____

f _____

g _____

1. Write *algae*. Then write it to show the dictionary pronunciation.

2. Write the two compound words. Draw lines between the parts.

3. Write *fail*. Change *f* to *m*, to *j*, and to *sn*. Write the words.

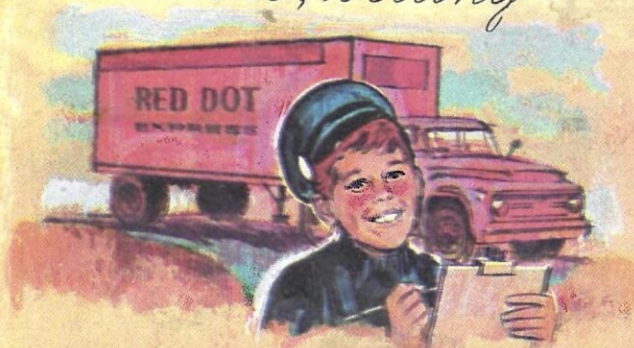
4. Which animals have shells?

5. Two words in the list have almost the same meaning. Write them.

6. Write the word in which *qu* spells the *kw* sounds.

7. A young frog or toad is a _____.

rub, rubbing
slip, slipping
trap, trapping
step, stepping
bet, betting



1. What is the same about the last two letters of the first eight root words? What do you do before adding *ing* to words like these?

2. What is the same about the last three letters of the other root words? What do you do before adding *ing* to words like these?

1 _____

2 _____

3 _____

4 _____ 5 _____ 6 _____ 7 _____

trip, tripping
forget, forgetting
• begin, beginning
• come, coming
• use, using
tire, tiring
wake, waking
bite, biting
raise, raising
drive, driving
trade, trading
write, writing
save, saving
smile, smiling
rise, rising

Two rules help when we add *ing* to short or to long words with the accent on the last syllable: If the word ends in one 1 and one 2, we 3 the last 4. If the word ends in silent 5, we 6 the silent 7. *Ricky Rulefinder*

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

A Discovering Patterns

1. Read the *Dictionary Helps*. What are words like *bet* and *tire* called before their *ing* endings are added?

2. Say the words in the list.

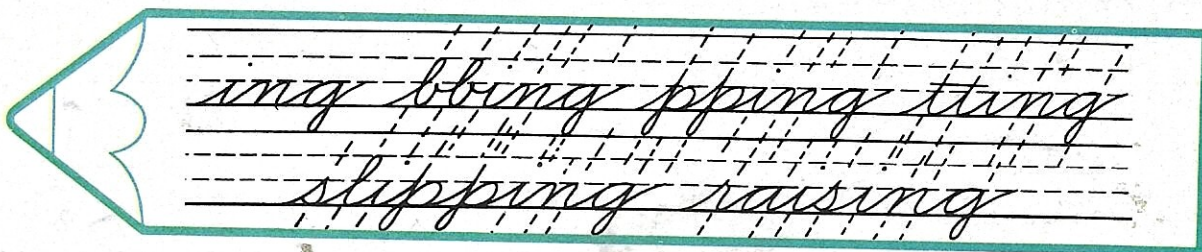
3. Discuss the questions and write the missing parts of the spelling rule.

4. Write the new *ing* words. Underline the words with the long vowel sounds.

Handwriting Hints

Try the samples and compare.
Make the *n* humps round. Dot the

i's. Close and loop your *g*'s.
Watch the slant!



B Studying Your Words

1. Write the roots and the *ing* forms of the new words which drop silent *e* when *ing* is added to the root. Mark the vowels in the root words and cross out all of the silent vowels.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Write the new root words which have the short *i* sound in them. Write the *ing* form of each word, too.

_____	_____
_____	_____

3. Write the new and review words with two-syllable roots. Draw lines between the syllables and put in the accent marks. Write the *ing* forms of the words.

_____	_____
_____	_____

4. Make *ing* words of *use* and *come*.

_____	_____
-------	-------

5. We simply add *ing* to many words which do not end in silent *e* or which do not end in a single vowel and a single consonant. Write *sleep* and *rest*. Write their *ing* forms, too.

_____	_____
_____	_____

6. Write *trapping*, *rubbing*, *betting*, and *stepping*. Draw a line between the syllables of each word.

_____	_____
_____	_____

C Trial Run

Dictionary Helps

You will not find *betting* as an entry word, but you will find *bet*.

bet (bet), *n.* A pledge or promise made to someone if he is right and you are wrong. —*v.* To make a bet. **bet** or **bet·ted**, **bet·ting**.

You will not find *tiring* as an entry word, but you will find *tire*.

tire (tīr), *v.* 1. To make weary. 2. To become weary. **tired**, **tir·ing**.

D Proofreading

The Room 12 reporter for the school paper sent this story in before he had Unit 17 in spelling. Proofread the paper. Write the report correctly.



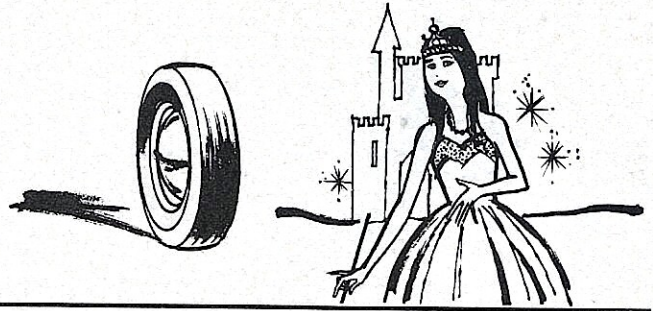
Room 12 Boys Win game

Saturday us boys were loseing to Room 10, 3-0. We had been strikeing out, fumbleing ground-ers and dropping flies. But we kept hopeing we were batting in the last inning with three on an to out. Mike Peters hit one and started running. Never stoping once, he came slideing home with the winning run.

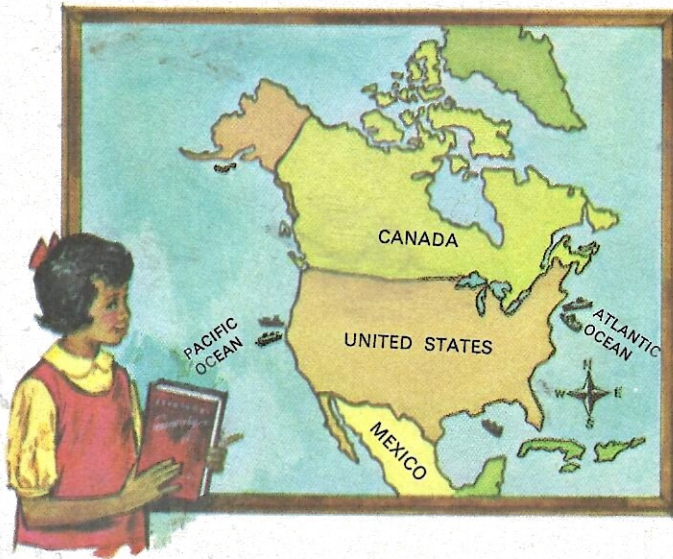
E For the Record

Stories About Words

One of the meanings of *tire* is "a hoop or band used to cover a wheel." This *tire* is a short form of the word *attire*, which means "a dress or covering": The princess wore rich velvet *attire*. So a *tire* is a "dress," or covering, for a wheel. The British spell the word *tyre*.



More Words for Good Spellers — North America



United States
Atlantic Ocean
Pacific Ocean
hemisphere
Canada
Mexico

This is a map of North America. Our country is the a _____. West of our country is the b _____. To the east lies the c _____. North of us lies the country of d _____, and to the south is the country of e _____. Our country is in the western f _____.

a _____
b _____
c _____
d _____ e _____
f _____

1. *Hemisphere* is a word made from two Greek words. *Hemi* means "half." *Sphere* means "ball."

In words from the Greek, the *f* sound is spelled _____. Write *sphere*. Add *hemi* and write the word again.

2. Write the name of our country.

3. Words which name special places, persons, or things are called *proper nouns*. Write the other proper nouns which name countries.

4. Write the proper nouns which name bodies of water. Remember to use two capital letters for each.

13

		cloud	bow
pound		plow	bowl
mouse	sound	drown	below
south	mountain	crowd	arrow
proud	count	powder	follow

In these words which two pairs of letters spell the *ou* sound? Which letters spell the *ō* sound?

15

born
fur worm
war church
park rather
world storm
north dirt
shirt short
finger porch
burn charge

Listen! What happens to vowel sounds before *r*?

16

angry
busy easy
dirty hurry
jelly ready
early marry
plenty fifty
heavy hungry
twenty history
buggy already

In each unaccented last syllable: What is the last letter? What is the last sound?

14

		straw	pool
clay		draw	oil
pay	hay	hook	noise
lay	haul	stood	joy
gray	cause	roof	enjoy

Which letters spell *ō* as in *boss*? *ū* as in *bush*? *ü* as in *blue*? *ā* as in *make*? *oi* as in *boil*?

17

	wak(e)ing
rub(b)ing	bit(e)ing
slip(p)ing	rais(e)ing
trap(p)ing	driv(e)ing
step(p)ing	trad(e)ing
bet(t)ing	writ(e)ing
ris(e)ing	sav(e)ing
trip(p)ing	smil(e)ing
tir(e)ing	forget(t)ing

When we add *ing*: What happens to the last consonant in words like *rub* and *trip*? What happens to final silent *e* in words like *drive* and *wake*?

A Review Your Words

1. The letters in some of the words in these questions are mixed up. Unscramble the words in each question and write them correctly. Circle the word which answers the question.

a. Is thirty more than *tiffy* or more than *newtty*?

b. Is *ragy* or is *caly* a color?

c. Which one is something to eat, *yoj* or *lejy*?

d. Which is the opposite of hard, *reya* or *yesa*?

e. Which word means "soiled," *suby* or *tidry*?

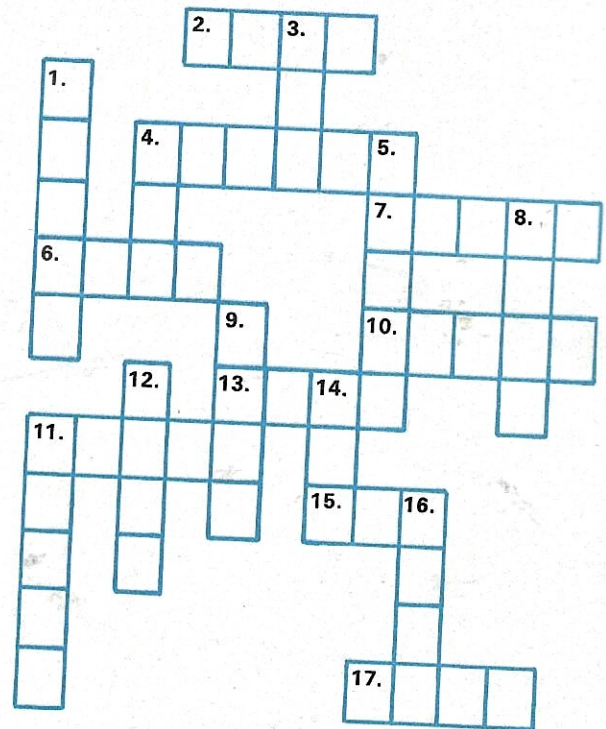
2. Write the Unit 16 words which are antonyms of *hard* and *clean*.

3. Write the Unit 14 words which have the vowel sound you hear in



4. To solve the puzzle, use these words without their *ing* endings. The numbers tell where to start writing each word. The arrows tell in which direction to go. Fill in the answers in the correct spaces of the puzzle.

- | | |
|-----------------|----------------|
| 1. ↓ sliding | 10. → driving |
| 2. → hiding | 11. → skating |
| 3. ↓ digging | 11. ↓ sharing |
| 4. → forgetting | 12. ↓ waking |
| 4. ↓ fanning | 13. → tiring |
| 5. ↓ trading | 14. ↓ rubbing |
| 6. → dining | 15. → betting |
| 7. → raising | 16. ↓ trapping |
| 8. ↓ saving | 17. → spinning |
| 9. ↓ stepping | |



B Review More Words for Good Spellers

tepee	product	multiplication	snail	United States
canoe	multiply	factors	turtle	Atlantic Ocean
tribe			goldfish	Pacific Ocean
papoose			tadpole	hemisphere
tomahawk	heading	envelope	algae	Canada
moccasin	closing	signature	seaweed	Mexico
	greeting	initials	aquarium	

1. Write the word in which the *ü* sound is spelled *oo*; is spelled *oe*.

2. Write the names of two large bodies of water.

3. Write the word in which *qu* spells the *kw* sounds; the word in which *ti* spells the *sh* sound.

4. Write the word in which the unaccented *ar* sound is spelled *ure*; is spelled *or*.

5. Write two three-syllable words from the first list.

6. Write two compound words from the fourth list.

C Review Your Dictionary Skills

1. Every word in a dictionary is divided into parts called *syllables*. Some syllables are said with more force than other syllables. An *accent mark* is used to show which syllable is to be accented.

The words below are divided into syllables as they would be in a dictionary. Say each word to yourself and notice which syllable you accent. Put an accent mark after the accented syllable in each word.

pow der	rath er	fol low
en joy	moun tain	fin ger
al read y	plen ty	his to ry
mar ry	an gry	be low

2. The dictionary uses a special sign to stand for the muffled vowel sound in some unaccented syllables. The sound is shown by ə, called a *schwa*.

Each pictured word below has the schwa sound in the unaccented syllable and another vowel sound in the accented syllable. Select the correct pronunciation for each picture.



a. sēr'kəs	b. jī'ənt	c. fig'yər
sir'əs	jə raf'	fil'tər
sit'rəs	jīn'jər	fing'gər

a _____ b _____
c _____

3. Each word in the following list has one vowel sound. What is the symbol to show the pronunciation of the vowel you hear? Use ā, ä, ô, and è.

a. hay _____	b. park _____
c. charge _____	d. draw _____
e. sale _____	f. porch _____
g. dirt _____	h. world _____
i. church _____	j. burn _____

4. Use the symbols oi, ou, ü, and ù to show the vowel sound in each of these words.

a. noise _____	b. drown _____
c. joy _____	d. stood _____
e. roof _____	f. oil _____
g. pool _____	h. hook _____

5. Which is the correct picture for each pronunciation? Write the words for which the pronunciations are given.

bō wèrm bōl



D Review Your Handwriting Skills

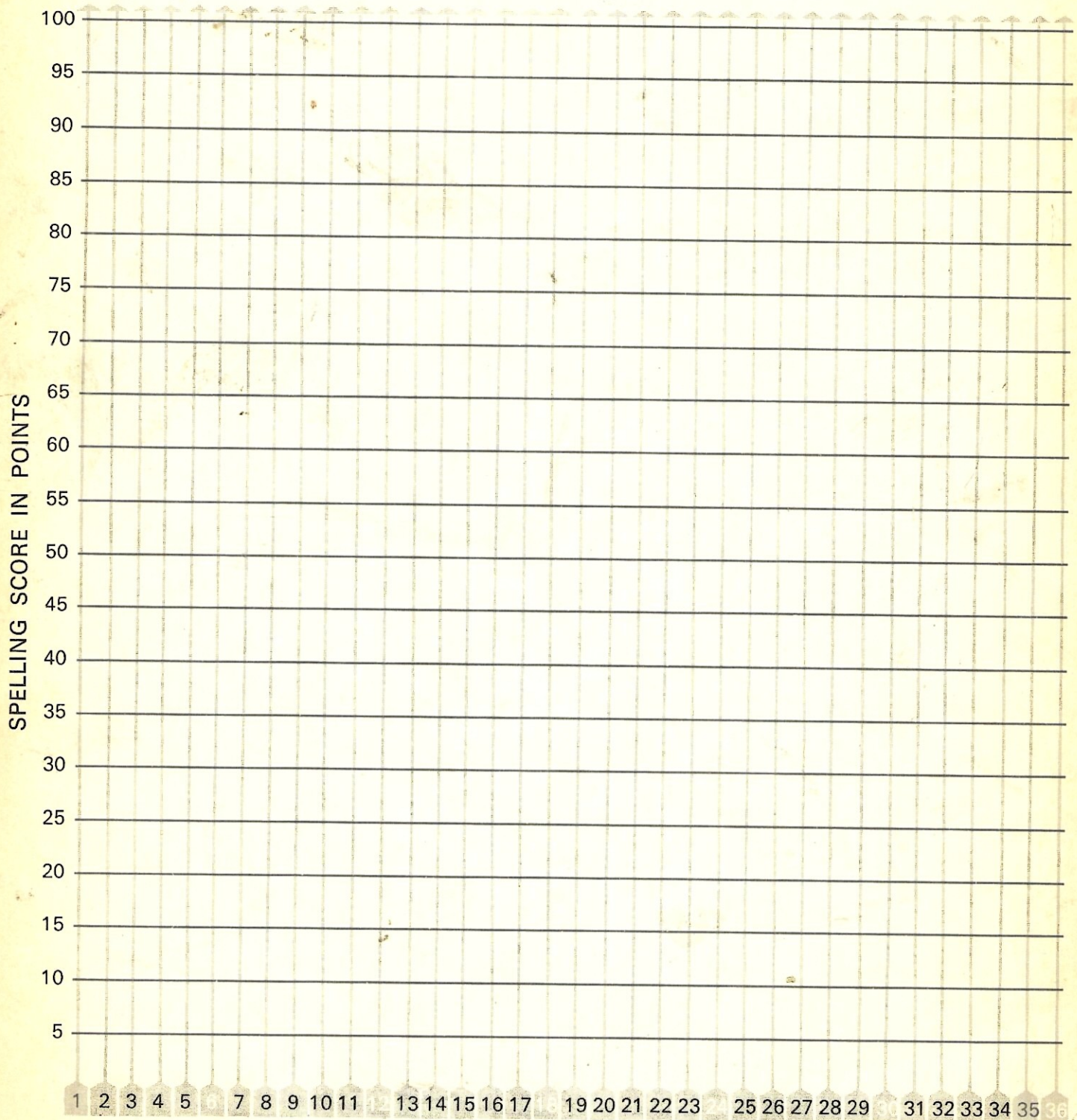
Write this sentence: *The crowd saw the gray storm clouds in the north.* Compare your writing with the samples in Units

13–17. Did you close a's and o's? Make the hump on y? Finish w? Stay on the lines?

A PROGRESS CHART FOR SPELLING GROWTH

Use this chart to keep a record of your spelling progress. Each week, put a dot on the proper unit line at the level which shows your score for that unit test. After your second test, begin to connect the dots to show the progress of your spelling skills.

The line for each unit is divided into points by 5's. For a twenty-word test, multiply the number of errors by 5 and subtract that amount from 100 to get your score. If you write sentence dictation tests, your teacher will assign the number of points for each error.



UNIT NUMBERS

